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THE LIBRARY JOURNAL

VOL. 55 JULY, 1930 NO. 13

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SCHOLARSHIP IN LIBRARY WORK

ANDREW KEOGH

NEW YORK GIVES LIBRARIAN PROFESSIONAL STATUS

CARL CANNON

CULTIVATING THE INDEX HABIT

CHARLES E. RUSH

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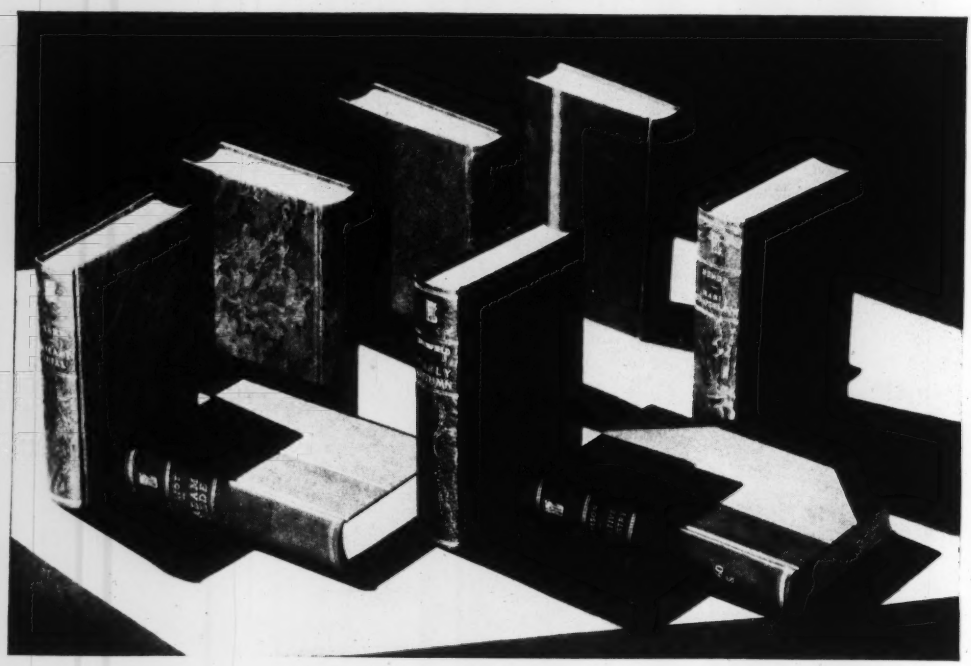

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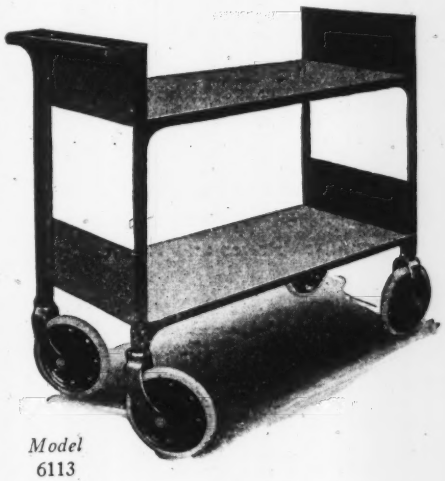

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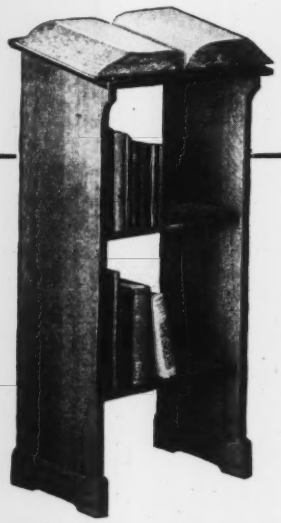

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Forthcoming Issues of
THE LIBRARY JOURNAL

In this number you will find the presidential address given at the Los Angeles Conference, the reports of General Sessions, and the A. L. A. Council meetings. The August number will include reports from all Round Tables and Sections from which reports are received in time; those not received will not be printed in a later issue, but will be found in the Proceedings published in the fall by A. L. A.

We hope to be able to print Ralph Munn's interesting address on "The Social Significance of Library Work with Children," given before the Fourth General Session, in the August issue, but if it does not arrive in time it will be printed in a later issue.

The County number formerly scheduled for August will not be forthcoming until the September first issue owing to the amount of space the reports of the Conference must necessarily take. September fifteen will welcome the annual school number.

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THE LIBRARY JOURNAL

JULY, 1930

Scholarship in Library Work

By Andrew Keogh

Librarian, Yale University Library, and President of the A. L. A.

In Mr. Bostwick's interesting and valuable book on *The American Public Library* he tells us that until practically our own times books were collected for the use of a few scholars, and that every step in the progress of the American library was away from a merely scholarly institution to a widely popular one. In a recent article he enumerated the principal things to be found in the American public library, introduced within the past half century and not generally found in libraries elsewhere, and while it would be easy to find in Britain examples of libraries that are carrying out the same ideals on a much smaller income, we may accept his carefully worded statement as being correct. The public library as we know it is characteristically and typically an American institution, and is a contribution to popular education of which we may well be proud.

The history of the American Library Association is in keeping with the development of our libraries. Mr. Justin Winsor, who presided over the first seven conferences, was one of the most learned librarians we have ever had. During the remainder of the nineteenth century, however, only two presidents, Mr. Putnam and Mr. Lane, stand out as primarily of the scholarly temperament, and while it would be easy to pick half a dozen presidents since 1900 who have carried on the scholarly tradition, our choice has usually reflected the greater interest of the Association in the popular movement. The emphasis is also shown in the papers and discussions at our meetings, and in the character of our publications.

I do not imply that this greater interest in popular libraries has been unwarranted or unjustified. On the contrary, I think it was inevitable. The great majority of our members, whether institutional or personal, are from the public libraries, and most of the money that has been given to the Association was given primarily if not wholly for the betterment of public library service. There is too much to be done in the starting of public libraries in the great areas of our country that are still without them, and in the developing of libraries that are inadequate, for anyone to grudge one cent or one hour of effort now given to the public library. What I am venturing to do is to point out that there has been a shift in our civilization in recent years, and that instead of recounting our achievements during the past half century we should, as Lord Elgin told the British Library Association, think rather of the fifty years that are ahead.

Since the Great War there has been a quickening of the people in Europe and America, and indeed all over the world. There has never been so general a desire for knowledge, and in America the most startling evidence of the change is the unprecedented number of candidates for entrance to college. Before the Revolution no American college had more than a hundred students, and the colleges were what we would now call first-class high schools, graduating their students at seventeen or eighteen. A generation ago one in a thousand went to college; now one in every one hundred and fifty of the population knocks at the col-

lege doors. There are now nearly eight hundred degree-conferring colleges and universities in the country, and in them are enrolled about a million students. Within the next decade there will probably be a million and a half. The accommodations and provisions of many colleges are overtaxed, and attempts are made to stem the flood by limiting the number admitted, by raising the standards of admission and graduation, by applying aptitude tests, by placing freshmen and sophomores in junior colleges, and in other ways. In addition to the schools of higher learning in the older sense there is an ever-increasing number of "institutes" or similar foundations for special purposes, sometimes connected with universities, sometimes with great business enterprises, sometimes existing as separate organizations, intended to give a kind or quality of training not hitherto given, or to accomplish results not hitherto attained. These laboratories seek to control the insect pests that cost us a billion a year and the weeds that cost us three billions; to make a synthesis of cellulose, the world's most abundant and most responsive base-material; to electro-weld tubes more speedily and therefore more cheaply; to manufacture improved telephones and radios; to study transportation more scientifically; to isolate disease germs; to reduce iron ore direct without the conventional blast furnace; to broaden fields of commerce; expand earning power, and supersede manual labor. No one can predict the additions to our wealth and comfort that will result from such research. Up to the present the majority of successful men and women have not been college graduates but the majority of the successful men and women of 1950 will be. Of course there will be Edisons and Fords who have never entered college halls; a genius is born, not made. Yet it is significant that men who achieve success by their own efforts send their sons to college, and endow universities and other research institutions that future generations may not waste time and effort, but begin by standing on our shoulders. Are we fully aware of the transformation that is going on in the intellectual life of the nation, and are we consciously changing the functions and methods of our libraries to meet the new conditions?

Our professional function has not only changed quantitatively but qualitatively. Mr. Bostwick says that the number of books in all the public libraries of the country in 1800, including book clubs, social libraries, and so on, was not more than 80,000, or about one volume to seventy inhabitants. In New York State there are now 500 libraries of all kinds, with fifteen millions of volumes in them, in spite of the fact that there are only three county libraries in that State, and that more than a million and a half people live there on farms and in rural communities without any sort of library service. Other statistics of the sort will occur readily to everyone.

It is the quality of the books, however, that should be our chief interest, and not the number on our shelves or in our records of circulation; the most valuable reading is that which quickens and guides creative minds. Mr. Hoover said recently in an article in *The Yale News* that the progress of the nation is the sum of the progress of its individuals, and that ideas that lead to progress are born out of the individual mind, not out of the mind of the crowd. More concretely, Sir Michael Sadler said at Columbia three months ago that what most concerns humanity in the long run is the illumination of genius. "A thousand potatoes," he said, "might well have been left to carry on their shoulders heavy burdens up the Italian hillsides rather than lose one Dante. Better that all the students in the mid-Victorian Mechanics' Institutes should never have heard of science than lose one Darwin." Heretical doctrine, you will say, in a democracy? Not so. Sir Michael added that "medieval and modern European history is full of instances of the rise of boys from humble station through conceptional opportunity to posts of eminence in the State." To this I will add a saying by Melvil Dewey, the greatest democrat of us all, who has done more than anyone to spread public libraries throughout our country and to make librarians the zealous missionaries of the book. He would have, he said, the very best raw material as students in his library school, because "you cannot polish a pumpkin."

It is my belief that the scholarly attitude is becoming more active and more influential in the life of the country, and not less in library work than in other fields of activity. There are many evidences pointing in this direction. There is, for example, the paper by Mr. Dana to be read at this conference advocating the restriction of fiction in public libraries, and the turning into more scholarly channels the money and effort spent on it; the increasing call for librarians on advisory boards of all kinds; the greater number of honorary degrees conferred each decade upon librarians; the tendency toward a college degree as a normal entrance requirement by library schools, and toward higher degrees for advanced work; the building up of library school faculties by adding teachers with greater academic background; the establishment of a Journal of Discussion comparable to those in other professions; the scholarships and fellowships now available for higher study

in bibliography and library science; the generous grants recently made by the Carnegie Corporation to college libraries; the appointment of Readers' Advisers, not only in public libraries, but in our national library.

Mr. Bostwick says that our libraries are far closer to the people today than they were fifty years ago. It is because this is true that demands are now made that twenty-five years ago were unknown. The "man in the street" going into a public library for information is likely to be a college graduate or one who already has a good knowledge of the subject in which he is interested. The investigator in a university, in some other research foundation, or in a special library, expects to find a member of the staff who speaks his language and knows the bibliography of his subject. President Gilman, who was at one time librarian of Yale, said that "every person in charge of the university collections must be a student capable of teaching. His specialty must be bibliography or, if the staff is large, some branch of bibliography, library, historical, philosophical or scientific. He must know not only what his collection includes, but what it needs." Hitherto the time of promotion in our profession has led to an administrative position; it will soon be necessary to combine scholarship with executive ability.

The scholar I have in mind is not the one pictured in the comic papers, who has no common sense; nor the pedant one, who is unduly formal or subtle; nor the specialist who learns "more and more about less and less," and when he produces a dissertation showing a mastery of method and of the content of a small enclave of knowledge thinks that he has made a contribution of moment to the World's Knowledge; nor the man who has learned all about a subject, and has become what is known as a "monument of erudition." The true scholar is he who has learned thoroughly all that a school can teach him, but who still has the characteristics of a student; who has not only attained precise and accurate knowledge, but has had his judgment matured and his taste corrected. "Scholarship is not knowledge," said Mark Pattison, "but discipline; not science, but scientific habit."

At present, unfortunately, no one can become a scholar in the true sense, if he be not one already. The word "School" originally meant leisure, and the man who devoted his leisure to study became a scholar. No librarian, and especially no administrator (we are worse off even than the teachers) has leisure. In France the typical professor teaches three hours a week and has about three days a week to himself for research and writing. Here even a great scholar has to do a large amount of overtime work. Few teachers have more than one uninterrupted day in the week for writing and research; we cannot expect them to contribute as much to the uplift of the world as do scholars beyond the sea with their more generous time table. The librarian is tied to his desk even more and has little opportunity for continued study. To develop himself to the point of his best contribution to society, to replace a receptive attitude by a constructive, he must have leisure. Because I am a debtor to my profession and have the obligation to provide a better man as my successor, I commend to any individual or foundation willing to raise the standard of librarianship the following quotation from a letter of Mr. August Heckscher giving $500,000 to Cornell:

"As research in America suffers from the exhaustion of professors by teaching and other duties, it is my desire that professors and instructors possessing the talent and training necessary for research shall, under such conditions and for such periods as the University authorities may prescribe, be liberated partially or wholly from their duties and enabled to devote themselves in all the freshness and fullness of their energies to productive investigation and scholarship."

Official Publications of European Governments

PART I of *Official Publications of European Governments*, published by the American Library in Paris for the Reference Service on International Affairs comprises Albania, Austria, Belgium, Bulgaria, Czechoslovakia, Denmark, Esthonia, Finland and France (Paris: The American Library in Paris, 1929. pap. 255p.). The list is a revision and expansion of the mimeographed list with the same title issued in December, 1926, which proved to be so valuable to everyone interested in the subject that the edition of 100 copies was almost immediately exhausted. Compilation of a complete list is made difficult by the fact that, with the exception of the United Kingdom, the Irish Free State, Italy and Portugal, no attempt has been made by the individual governments to list their respective publications. It has been found possible, however, to give in almost every case accurate information concerning the official gazette and a complete list of diplomatic documents issued by the Foreign Office. The material is arranged under each country by issuing organization, beginning with the Central Administration, and continuing with the Parliament and the various ministries. Addresses of reliable book dealers are given.

New York Gives Librarian Professional Status

By Carl Cannon

Chief, Acquisition Division, New York Public Library

THE APPROVAL by the Board of Regents at their April meeting of the Standards of Service for libraries and required educational and professional training for librarians, submitted by the New York Library Association, means that library work in New York State will, in future, rank with teaching and other professions requiring special training, fitness and certification. The Standards of Service apply only to librarians of professional grade, and do not include clerical and janitorial forces. Librarians and assistants in villages of less than 2000 population are also exempt from the requirements of the Standards.

Every librarian of professional grade in public libraries of the State will be required to hold a certificate as a condition of legal employment and can qualify for such certificate on the basis of his present position, education, training and period of experience. The Standards provide for advancement from a lower grade to a higher grade certificate by the securing of additional educational or professional credits outside of the library, as well as for advancement within the library without further change in certificate, except added credit for each two years of experience. A certificate valid in one library will be valid for a position of the same grade in any other library in the State, and records concerning the professional and educational status of every library worker will be on file, not only in his own library but also in the Library Extension Division at Albany. Thus interchange of assistants or librarians between different libraries of the State will become relatively an easy matter.

In taking this step New York State has become the first definitely to recognize library work as a profession. Members of the New York Library Association who have worked for such recognition over a long period of years, and who helped formulate the present scheme of service, believe that it will have a far-reaching effect in raising standards, in securing trained and skilled service in all public libraries, and in helping secure adequate recognition for library work.

The Standards are based upon the Telford report, prepared several years ago under the auspices of the American Library Association. Since the Telford report, however, was admittedly tentative in its findings, steps were taken to provide a scheme of classification of libraries and library positions for New York State which would more nearly fit actual library conditions. A survey of libraries was instituted by the Library Extension Division, which had at its command library statistics from all registered libraries covering every phase of service and extending backward for a long period of years.

To make the Standards flexible, and at the same time close-fitting, libraries in New York were divided into nineteen different classes, based largely upon population, but including other factors of service, such as book stock, circulation, financial support, and staff. The certification plan for libraries was then adapted to the positions in these different libraries.

The various certificates, beginning with the lowest and advancing to the highest, together with the requirements and positions for which they qualify, are:

ONE-YEAR CERTIFICATE FOR LIBRARY WORKERS.

Required training: 4 years high school and 6 weeks library course.

[1]Qualifies holder to serve as full-time paid librarian in small villages.

THREE-YEAR FROFESSIONAL CERTIFICATE FOR LIBRARIANS.

Required training: 2 years college and one-half year library school (or training class), *or*

4 years college and 8 weeks library apprentice class.

[1] Qualifies for such positions as chief librarians in places of 2000-4000 population and junior assistants in larger libraries.

FIVE-YEAR PROFESSIONAL CERTIFICATE FOR LIBRARIANS.

Required training: 3 years college and 1 year library school.

Alternative: 3-year professional certificate and in addition 2 years approved experience.

[1] Qualifies for such positions as chief librarians in places of 2000-10,000 population, and senior assistants in larger libraries.

(For chief librarians serving communities of 10,000-15,000 and special and supervising assistants in larger libraries, and heads of very small departments; required, 2 years approved experience in addition to above.)

PROFESSIONAL LIFE CERTIFICATE FOR LIBRARIANS.

Required training: 4 years college and 1 year library school.

Alternatives: 5-year professional certificate and in addition 4 years approved experience; *or*,

3 years professional certificate, and in addition 6 years approved experience.

[1] Qualifies for such positions as chief librarians in places of 2000-25,000 population, and heads

[1]Qualifies for such positions as chief librarians in place of 2000-50,000 population and as heads of medium-sized departments in larger libraries.

Certificate qualifies in addition for all positions of lower grade. Additional experience is required for librarians of libraries in places of 50,000-1,000,000 population, assistants in high executive positions, specialists and chiefs of large departments in large libraries. A minimum of two years approved full-time experience in any position is required for promotion to a position classified in the next higher grade.

of small departments in larger libraries.

GRADUATE LIBRARY SCHOOL LIFE CERTIFICATE FOR LIBRARIANS.

Required training: 4 years college and 2 years library school.

Alternatives: Professional life certificate and in addition 2 years approved experience; *or*,

5-year professional certificate, and in addition 6 years approved experience; *or*

3-year professional certificate, and in addition 8 years approved experience.

Two of the most important provisions of the Standards are that every librarian in the State is given a prior service certificate qualifying him for the position which he holds, regardless of his educational or professional training, and the other is that it is possible for library assistants to advance from a lower grade position to the highest by reason of native ability, and despite lack of extended educational or professional training acquired outside the library.

Every librarian in the State is assumed to be competent to hold the position he now occupies, and is to be given a certificate to that effect. These certificates are clearly distinguished from the professional certificates that are earned by educational and professional training. If, however, this occupant should resign, the candidate for the vacancy must possess the qualifications required by the Standards. For example, if the librarian in a town of 2000 to 4000 population should resign, his successor would be required to possess a three-year professional certificate.

The lowest certificate qualifying for appointment as a junior assistant in a large library is the three-year professional certificate, which is based on two years of college education and a half year in library school or training class. If an assistant entered a large public library with a three-year professional certificate and advanced in grade by reason of approved experience, this librarian could eventually become chief librarian, although he would still hold his same three-year professional certificate validated for promotion in grade, based upon completion of the necessary terms of approved experience. In other words, the various certificates definitely represent graded credits for formal educational or professional training, and will not be issued unless this education or training is acquired. Lack of the highest grade certificate, however, will not prevent a holder of a lower grade certificate from advancing to the highest position in the library.

If a graduate of a library school in an adjacent State wishes to take a position in New York, he would apply to the Commissioner of Education in New York State, who will examine his credentials and issue the certificate as soon as residence has been established. The Standards will not interfere with civil service requirements in cities where civil service is in effect, nor do they in any way interfere with the state pension scheme.

Equivalents of four years study in a registered college or for definite terms of library school training will be ruled upon by the Professional Education Bureau at Albany.

The lowest grade certificate—the One Year for Library Workers—requires only four-year high school education and a six weeks' library course training. It qualifies the holder to serve as a full-time paid librarian in a small village, and must be renewed at the end of each year. The reason it is made renewable at the end of each year is to call the attention of the candidate to his need for further education, and also to avoid giving a professional certificate to those who expect to be engaged in library work only temporarily. After the candidate has given satisfactory indication of making library work his profession, the requirements of renewal are eliminated.

As is well known, New York State already registers libraries which conform to certain minimum requirements and submit annual reports to the Library Extension Division. The State makes annually a small grant to registered libraries. Any public or free library receiving State grants or money from taxes, which does not comply with the Scheme of Service, will be required to submit its own plan as an alternative. If approved by the Commissioner of Education as an equivalent of the requirements, the library would continue to operate as usual, or, the library could apply to the Commissioner of Education for exemption or failure to meet the requirements, technically known as "excuse for default." Finally, if the library failed entirely to conform or ignored the certification requirements, the Education Department could either revoke registration, deny the library State grants, or, in extreme cases, notify the State Comptroller that local taxes could not legally be paid to support the library.

In classifying the libraries, the first standard taken was that of population. Based on this measuring stick, the libraries were graded on a basis of 100 per cent on circulation, book-stock, financial support and staff. Each of these four factors counted 25 per cent, and a library was allowed to "pass" for its population group if it could muster as much as 75 per cent. Deficient libraries, however, are supposed to bring their library up to the standard within a limited amount of time. Some of the libraries ranked well over 100 per cent, and based on the factors above mentioned, some of the most efficient libraries in the State were those found in villages. If a library ranks so high in its own population group that it can qualify for the

next highest class, it will be placed in that group.

When the Standards were finally presented to the Regents there was no opposition from any library in the State, and only one library appeared to ask that its own plan be accepted as the equivalent of the requirements proposed. Committees of the Association had been working on the plan for a number of years, and its tentative reports were submitted each year to the State Conference. Last year the Standards in substantially their present form was adopted unanimously at Lake Placid. The trustees and librarians of every village and city in the State have had ample opportunity to become familiar with the Standards, both through public hearings and through printed questionnaires. Practically all the details of the plan were worked out in the office of the Library Extension Division under the direction of Dr. Frank L. Tolman, to whom a great deal of credit for the workability of the scheme is due.

Certificates will be issued as soon as possible after Jan. 1, 1931, the date on which the regulations take effect.

Cultivating the Index Habit

A Study Directed By Charles E. Rush

Librarian, Teachers College, Columbia University

"AN INDEX," says Miss Zaidee Brown in her valuable guide, *The Library Key,* "is the greatest time saver a student has in using books, and yet it is amazing how much time people waste groping through a book for what they want instead of turning first to the index." Miss Brown is talking to the users of libraries who are looking for information. What she says to them about their neglect of a book's index is an old story to librarians who hear the familiar complaints, "I can't find it" and "It isn't in here"—like endless refrains in a nightmare. Yet one may wonder to what extent librarians themselves are responsible for this condition. Before we conclude, as some have already done, that it is impossible to induce the average person to use an index, it would be well to ask ourselves what has been done to popularize effectively the index habit. Perhaps our general attitude has been something like this. We have said to ourselves that the value of indexes is obvious; if people do not use them, it must be because they find the task too difficult or distasteful and that, since we cannot reform human nature, the case is hopeless. The mistake, of course, lies in assuming that the value of an index is obvious to the average person. The fact is that most readers do not understand or realize in any practical sense even the purpose of indexes.

A recent inquiry among a few normally intelligent young men brought forth such definitions as these: "An index is a list that tells you what subjects are covered in a book"; "An index shows the names of people that are mentioned in a book"; "An index is a kind of study guide," etc. Not one of the replies from these young men indicated that they had any suspicion that indexes are designed to help people like themselves to find information quickly and easily. In other words, whatever they may have been told in the past about the advisability of using indexes has made no impression. If remembered at all, it was probably regarded as another instance of attempted academic discipline. Certainly none of them had ever been shown the value of an index in the course of any quest touching their own interests. They had never observed that the use of an index could save them any time or trouble. Why should they understand its value?

Some librarians, to whom indexes are as self-evident as the first axiom, may find it hard to believe that a person of normal intelligence could be so hazy about such purpose and use. For them it is difficult to realize that these average readers rarely think of consulting an aid so obvious. Readers see indexes; they know that such things may be found in the back of many books; yet they seldom examine them. Such lists of names and numbers form for them a sort of familiar dull background, along with prefaces, forewords, footnotes, appendices and bibliographies—a faintly confusing liturgy of the book trade. Ask the next dozen of your non-professional friends if they know what a scale-line on a map is and what it is used for. All maps have them, and their purpose is as self-evident as a book's index, but you may be astonished at the results of your inquiry.

This is not the place to discuss the part which the schools should play in developing student familiarity with the simpler fundamentals in

the practical use of books, of which the index habit is a cornerstone. Here, perhaps, the principle of letting children find out things for themselves has been carried too far, since it tends to hamper and discourage them in that very process. But whatever has, or has not, been done to meet this need in the classroom, the library has an opportunity and a problem (as well) of its own. Of necessity, libraries require their readers to use the card-index, but the untold troubles they have with it, the need for assistance and guidance, are ample testimony that the groundwork of the index habit is lacking. To teach the use of a card-index to a person who lacks a working knowledge of book indexes is like teaching algebra to a pupil who has never studied arithmetic. The obvious place to begin the cultivation of the index habit is in the reference room, where readers seeking specific information welcome suggestions of how to go about their business quickly. It is helpful to display such signs as: "Most books have indexes. Use them. They save time."

Some progressive library should try the experiment of a label on the cover of every reference book, reminding the reader to "Use the Index in the Back of This Book." Such prompting would surely induce many of the inexperienced to look at indexes with interest and some practical attention. If reference librarians will seriously seek ways and means to preach the index gospel to questioners, we can considerably reduce the number of library users who are not "index-conscious." Consider what the cross-word puzzle craze has done for dictionaries (besides wearing them out): under its stimulus people have not only learned how to use the alphabetical vocabulary but to trace down variant definitions, abbreviations, synonyms, etc. If we cannot expect to arouse similar enthusiasm for simple index work, at least we cannot question the native ability of library patrons to perform it. To induce an adult to adopt the index habit, even after he understands its value, is the more difficult approach to the problem. The old custom of groping through the pages dies hard. Childhood is the time to begin, and it is here that libraries can perform a distinct service to the whole field of popular education. By following a definite procedure of guidance and instruction in the use of books, they can induce children to learn at the outset the truth of what Miss Brown says so unconditionally, that "an index is the greatest time saver a student has." Saving time at study is surely not a process which many children will resist.

Libraries are, of course, already committed to this policy, but there is always the temptation to do what seems easier at the moment, namely, to find references for the children instead of telling them how to find them for themselves. This, we know, is not effective instruction, for it naturally defeats its own purpose by inducing the children to lean more and more on the aid of library assistants. Furthermore, by focusing all suggestions and instructions to children who ask for help toward finding page numbers in the indexes instead of searching for the vaguer goal of the subject itself, those in charge are freer to work out the constructive part of their program. The index habit yields another more desirable result than time-efficiency. It insures the finding of all the material a book may contain on a given subject, whenever, as is so often the case, the subject is treated in several different places. Often it leads to the discovery of allied topics of value and interest. Thus it assists quietly and yet most effectively in developing the sense of relationship between facts, the realization that a topic may be important from several different points of view, which is the foundation of genuine culture. Nowhere is the value of the index habit more apparent than in the use of general reference books, such as encyclopedias. The index tells the reader the exact page where the specific fact is to be found. It saves his time in two ways—first, by eliminating his guessing search for the larger heading under which the fact is likely to appear, and, second, by avoiding the reading through of what may be a long article covering several pages in search of that one fact. If, on the other hand, the reader wants much material on a certain topic, the index guides him directly not only to the main treatment of that topic but to all subordinate and allied references as well, telling him what he may expect to find in each place, and again providing him with definite page numbers.

Elsewhere in *The Library Key* there is the following advice: "Sometimes it takes searching to find the word that has been used for a subject in an encyclopedia. If you do not find it under the first word you think of, there may be a cross-reference there to help you. If not, try the index. . . . Often the longer articles are divided into sections, with a word in different type at the beginning of each section, telling what it is about. . . . To find what you want, you may have to glance through the headings of the whole article. If the article is long, it is often quicker to look at the index to the encyclopedia, if it has one." This is good advice, but it would be even better if it urged the reader without qualification to go to the index first, instead of resorting to it only when other methods fail. With the index, there is no

chance of failure. Either it tells the reader at once that the information he seeks is not there, or it guides him specifically and without delay. Tests will show that an inexperienced person can find an obvious major article more quickly on the average by using the page number obtained from the index than by going through the double task of selecting the right volume by means of the letters on the back cover and of following the trail of the titles from page to page within the book. A compact alphabetical series, like an index, is easier to trace than a scattered one, and the sequence of page numbers is a still simpler guide.

The last sentence quoted from Miss Brown's pamphlet brings up an interesting point. She says, "it is often quicker to look at the index to the encyclopedia, if it has one." The proviso is necessary, for it is true that some very reputable houses continue to publish encyclopedias without indexes. And here and there we find librarians who not only acquiesce in but encourage the practice. Perhaps this is due to a theoretical misconception that an encyclopedia is already a sort of index and does not need an additional alphabetical guide. On this theory, the first encyclopedias were made, and at once they encountered tremendous practical difficulties. Only within several score of volumes was it possible to have adequate articles for every topic a reader might look for. And this trouble increased every year with the rapid multiplication of scientific and technical terms. What was to be done? The problem can be made concrete by examining the latest edition of the *Britannica*. It has about 45,000 articles, each from a few lines to several pages long. The average is about half a page. Yet the material in those articles, when indexed, yields half a million references. The editors say, and a cursory investigation supports their claim, that only those places in the text were indexed which give "substantial information." Without an index, how could all this information be made accessible to the reader? Does anyone believe that each of those half million fact units ought to have a separate article devoted to it? To do so would be to change the encyclopedia into a huge, unwieldy dictionary, containing nothing but bare definitions, without background, explanation or coordination. How else could it be done? The alternative is to use what are known editorially as "dummy entries." The reader looks up "Abel" and is told to "see Cain." Nothing is more annoying and nothing has done more to make the use of encyclopedias unpopular than this method, even when used moderately. Consider what it would mean to handle half a million references in this way—ten "dummies" for every real article! Ten chances to one against the reader hitting the desired fact on the first search. Furthermore, these dummy references never indicate the page number where the reader can finally discover the information; they merely give the title of the article that contains it. This omission is inevitable for mechanical reasons. For it is impossible, when the earlier parts of the text are set into type and made up into volumes, to determine exactly on what page any later material will fall. It would be expensive to hold all the forms open until the end for the purpose of inserting page numbers, perhaps almost as expensive as making an index. Yet, whatever the excuse, their absence is an added drawback to the entire system. Perhaps the best effort so far in English to publish an encyclopedia without an index was made by the editors of *The New International*. They compromised between the two horns of the dilemma. On the one hand, they kept their articles as short as quality and clearness permitted, thus getting a maximum number of headings into the allotted space; and, on the other hand, they tried to keep the dummy entries within tolerable bounds. Considering the obstacles, the results are admittedly fine, but the first half of the compromise tends to sacrifice wealth of detail, while the second half—the reduction of dummy entries—leaves much of the included information without guide posts and therefore inaccessible to the average reader. The total number of titles in *The New International*, including dummy entries, is said to be about 84,000. This is the measure of its possible usefulness for direct references. An index would probably bring to light enough "lost" information to double or treble its scope in this respect.

In every kind of reference work, splitting a topic into many separate headings and articles tends to sacrifice space, since a certain amount of the common background must be repeated in each place. But the worst effect of this method is that it destroys perspective and breadth of treatment. The sense of relationship between the parts and the light that each throws on the other are lost. To take a very simple example, the terms *ampere, ohm* and *volt* can be defined separately with technical correctness, but a genuine understanding of the principles involved, their importance and their practical application obviously requires that they be explained and illustrated jointly. Everything that has been said about big encyclopedias applies with double force to the shorter reference works prepared for more popular use, particularly those for children. Reduced as they are to the very essentials of knowledge, their completeness within that field, their clarity and the

easy accessibility of every bit of information they contain become matters of first importance. Many points of knowledge actually need additional explanation and more concrete illustration than in the larger works. Bare definitions that might serve the purpose of trained readers are useless to young people, as well as to the average adult. Since these books have an educational duty to perform, in addition to being purely informative, the text should be as attractive and interesting as formal requirements permit.

All of these things point unmistakably to the kind of encyclopedia that can be made only by the index system, with the information grouped in full adequate articles under the simpler "natural" headings. Thus the quality of information is higher and, by avoiding duplication, the quantity is greater, with every bit of it quickly and directly reached. With equal certainty, these requirements veto the dummy entry system and the multiplication of cross-references, which, while they exasperate and discourage, do not give even a roundabout access to all the information an encyclopedia may contain.

An effective method of treating the index problem for popular reference books has been developed by the editors and publishers of *Compton's Pictured Encyclopedia*. This work, designed for children of school age, follows in its general text the policy of grouping minor details of information, for the sake of clarity and educational quality, under their most closely related major headings. This permits each article to be comprehensive and informative, with a minimum of cross-reference gaps. It makes possible a simple, attractive style, free from the monotonous jargon of "encyclopedic" definitions and quickened by that touch of interest which is needed to make young readers appreciate reference books. The text is indexed in the standard manner, which makes every reference available at once by page number. In addition, the index has been expanded to contain in itself a great deal of pure reference material. Here are given pronunciations of difficult words, birth and death dates, geographical locations, biographical and literary identifications, common equivalents of scientific terms, and so on. This device has been called a "fact-index," and deserves to be adopted more widely. In such a reference work it cannot be troublesome to consult an index first for this kind of simple material. Without further search it is immediately available, together with explicit guidance to fuller information.

The importance of this discussion of reference books lies in the fact that they constitute one of the readiest means of cultivating the general index habit. If all the other considerations of quality and clarity were left out, this one result alone would be justified. A few years ago it was seriously proposed in America and England to deny copyright to any non-fiction book that was published without an index. Perhaps this would be too extreme a measure. If librarians and educators generally took an uncompromising stand on the subject, publishers would be quick to follow suit. Meanwhile, there are indexes to work with. The index habit does not need to be forced upon children who will pick it up readily enough if provided with guidance and opportunities. Once they have formed the habit, they will discover for themselves better results from books with less effort and more pleasure, and will carry into adult life invaluable skill and confidence in the use of helpful print.

Standard Catalog: History and Travel Section

IN THE preparation of the History and Travel Section of the *Standard Catalog for Public Libraries* (Wilson, 1929, cl., 285 p., $3), the editor, Minnie Earl Sears, has had the cooperation of English and Canadian librarians, so that the list may be useful in other parts of the English-speaking world, although prepared primarily for American libraries. The preliminary list of English books was checked by W. C. Berwick Sayers and Henry A. Sharp of the Croydon Public Libraries, while W. J. Sykes of Ottawa and William S. Wallace of the University of Toronto rendered valuable help on the Canadian books.

The fact that so much historical material is found in the Social Sciences and Biography sections of the *Standard Catalog* and the unwelcome discovery that so large a number of desirable books are now out of print have limited the number of books on history to 850. A few books on genealogy and heraldry are included. The section on Description and Travel, which follows and which includes Antiquities, numbers 1050. Fully 500 additional titles are mentioned in notes. About 450 titles, or something less than a fourth of the total number of titles included, are starred for first purchase. The author, title, subject and analytical index covers about 560 books. A quantitative review of this sort should not omit to state that the annotations make the History and Travel Section as readable for its own sake as was the Fiction Section.

The editor of the Fiction Section, Corinne Bacon, is also the editor of a recent second supplement to the second revised and enlarged edition of the Social Sciences Section (Wilson, 1929, pap., 41 p.).

THE LIBRARY JOURNAL

July, 1930

Editorial Forum

THE LOS ANGELES CONFERENCE exceeded expectations in every respect, with an attendance of over two thousand, the surprise of cool weather on the journey and through conference week, and a variety and quality of contributions from Californians and others. The two hundred pilgrims from the East who came on the special train, followed by nearly as many more in the succeeding trains, were delighted to find how large was the representation from the far end of the country, which they had not supposed to have a library population comparable with that of the Eastern States. The exuberant and comprehensive welcome given as from every element in Los Angeles by President Monnette of the Board of Library Commissions typified the appreciative hospitality which the visiting librarians had from all sides. The free afternoons were especially profitable and enjoyable as a means of seeing library California at its best in Los Angeles city, county, and vicinity, and the post-conference excursions which offered such varied opportunity will give to many new thought and inspiration from the new experiences. President Keogh's happy tribute to Melvin Dewey, "as the greatest democrat of us all," reminded the conference that no one of the few pioneers was present, while Dr. Frank P. Hill was the only representative of that memorable first pilgrimage to California in 1891.

PRESIDENT KEOGH'S address on the texts of Dr. Bostwick's always wise words and Lord Elgin's advice at Edinborough, to look forward to the next half century instead of backward to that which has passed, while giving full credit to the development of the public library in its wider relations, emphasized rightly as coming from the librarian of Yale University the importance of specialization in intensive work for the scholar and research worker. With the shift in our population, which he noted in the direction of culture, exemplified by the fact that nowadays one out of every hundred persons seeks college education, he emphasized the new demand which will be made upon our library system and which must be met if the library is to hold the place which it has won as the heart of the university and a leading factor in our national culture. The range of library work is already indicated by the three-score committees of the A. L. A. which the Committee on Committees is reviewing, which may perhaps be condensed in number but must be extended in scope as the years and centuries pass.

IT WAS a capital idea to arrange a stop-over of the "Westward Ho" library pilgrims at the Grand Canyon to enable Arizona to have its day, and Arizona did credit to itself and the library profession. In fact, Arizona put itself on the library map. The presence of the governor and of representatives of every branch of the library profession that is to be found in this State made the occasion memorable, and the eastern pilgrims were glad indeed to have this opportunity of making acquaintances so far both from the Atlantic and the Pacific, not usually seen in force at library gatherings. The State certainly has made a good start for remarkable library development which will grow with the growth of this growing commonwealth. Good for Arizona!

THE NORTHEASTERN CONFERENCE at Swampscott scored a like success, and its record of 800 present brought the total attendance at these two library gatherings close to the 3000 mark. This in itself is a striking indication of the growth of the profession. As a regional conference it afforded also an excellent illustration of the value of getting together friends and neighbors from adjoining States The conference was marked by excellent foresight in the preparation of plans, and the varied round tables occupying the morning sessions did good work, especially in respect to the relations between special and business libraries, which must more and more occupy the attention of the profession on both sides. As always in New England gatherings, the social

features made a great hit, and the Massachusetts Tercentenary received attention in a way which delighted the entire company. Mr. Jones' accession to the octogenarian class was celebrated by a company including the three ex-presidents of the A. L. A., and he may now be cited as a further example of the longevity attained within the library profession.

NO GREATER compliment could be paid to the Library of Congress and Librarian Putnam than the measures which have been made law during the present session of the Congress, which has thus shown the well-deserved appreciation in which it holds the great institution which bears its name. The appropriation of six and a half millions for the construction of the new annex to the Library of Congress for which the purchase of land had been previously authorized was made practically without question, not too soon for the relief of the great building which within one generation has found itself overcrowded with its great collection of books, now third in the world, and provision for the many functions which the Library performs. Room is especially needed for the Copyright Office, which, with the provision for design patents and the ever-increasing demands upon it, will need at least twice the office space at present available. Dr. Putnam had withheld advocacy of the Vollbehr purchase partly because the original measure had been associated with a compliment to himself and partly because he thought so large an appropriation might stand in the way of providing for greater necessities as the appropriation for the annex. Both these difficulties were resolved, and the remarkable indorsement of the Vollbehr bill from librarians and collectors all over the country changed the views of those who felt that so much taxpayers' money ought not to be expended in this wise. Dr. Putnam, however, became convinced that this gift of the people of the nation, as represented by the Congress, to the great Library would be a gain of values instead of a loss of money, because it would stimulate greater and greater gifts, although these had already been many and generous. The nation may well be proud both of its library and of the esteem in which it is held both by the Congress and by the citizenry of the country whom it serves. Probably the largest single library gift ever made to the public is that of the Folger Shakespeare collection with provision for a building to house it, and with the bequest of ten million dollars left by Mr. Folger on his recent death.

Library Chat

THE WHITE HOUSE LIBRARY, the gift of the members of the American Booksellers Association to the presidential equipment which has been abundantly exploited by the press, now becomes a permanent feature of the White House, though it is to be hoped that the selection by the eminent experts has been such that the books will be worn out by use within reasonable time. The suggestion originally came from young Mrs. Hoover's father and was later approved by the President himself. The statement that no books are included in the equipment of the Executive Mansion was, however, a misunderstanding. As a matter of fact, the Library of Congress has for many years treated the White House as a deposit station, and with each administration has changed the books to meet the taste and desires of the new occupant. The misapprehension naturally occurred during the interregnum, when the books furnished to the Coolidges had been removed and had not been replaced to meet the desires of the new occupants. The impression that the nation's great House has been bookless above others is an unfortunate misapprehension which should thus be corrected.

JUDGING from enthusiastic letters written by representative delegates from several States, as well as from personal conversation, there was general satisfaction with the Northeastern Library Convention at Swampscott. The features that seem to have made it an outstanding success were, first, the location; second, the wise arrangement of round tables in the forenoon, set addresses in the afternoon, and less formal talks or entertainment in the evening; third, the practical work of the Hostess Committee; and fourth, the unusual number of speakers of high quality. Freedom from meetings on Sunday was also appreciated, and the finely printed program was praised. Friendly criticism was made of the allotment of rooms for certain meetings, especially in the case of the round table on loan desk problems (said to be allotted inadequate space at all library conferences); but this is one of the most difficult matters to gauge in advance of any convention. Undoubtedly there would be nearly unanimous agreement with the verdict of the New Jersey delegate who wrote: "This was my second regional conference, and I heartily vote for more such conferences!"

W. N. S.

The Los Angeles Conference

FIRST GENERAL SESSION

MR. ORRA E. MONNETTE, president of the Board of Library Commissioners, Los Angeles Public Library, welcomed approximately 2000 members of the American Library Association to their fifty-second annual meeting at the First General Session on Monday Evening, June 23. Mr. Monnette welcomed the gathering in the name of the Mayor of Los Angeles, its government and authority, and in the name of a notable Chamber of Commerce, representing business, trade, and industry; in the name of all betterment and church organizations, civic and social groups, educational officials and associations, universities, schools, colleges, associations, libraries—city and county, public and private—and most particularly, positively, and fraternally, in behalf of the Municipal Department of the Los Angeles Public Library, its official organization, Board of Library Commissioners, librarian, officers, branch librarians, staff and organizations, with cordiality and courtesy and with fellowship. In trying to create a sentiment befitting this great convention, Mr. Monnette had created the following lines, a keynote as it were, in epitome of the meeting and purposes:

Adam Strohm, Librarian of the Detroit (Mich.) Public Library, Forty-third President of the American Library Association

"Books on the shelf, books in a row
Are so and so, just so and so—
If on the shelf, and in a row!
BUT,
Books in the hand, books in the mind,
Are wealth, and kind, richer and kind—
If in the hand, and in the mind!"

Mr. Monnette also spoke in his welcoming address in behalf of the honest, interested and high-minded trustee that recognition, honor and justice be shown him in his cooperation in library administration, and stated that in no other way can the American Library Association attain the greatest height of symmetrical and full development. "Some wit has said," went on Mr. Monnette, "that 'Boards are long and narrow, and made of wood.' I would paraphrase: 'Boards likewise are strong, and full of marrow. By them great libraries have been builded and stood.'"

Following Mr. Monnette, Andrew Keogh, librarian of Yale University Library and president of the American Library Association, delivered an address on "Scholarship in Library Work." Dr. Keogh stated that the history of the American Library Association is in keeping with the development of American libraries, a contribution to popular education of which we may well be proud. He also pointed out that there has been a shift in our civilization in recent years, and that instead of recounting our achievements during the past half century, we should, as Lord Elgin told the British Library Association, think rather of the fifty years that are ahead. Dr. Keogh believes that the scholarly attitude is becoming active and a more influential one in the life of the country, and not less in library work than in other fields of activity. The complete text of the address is printed elsewhere in this number.

A reception and dance at the Public Library followed the session.

SECOND GENERAL SESSION

The library movement in California was the general topic of the general session held on Wednesday morning, June 25. Milton J. Ferguson, former State Librarian of California, took for his topic "County Libraries as California Sees Them."

California, despite the fact that it leads all other States in per capita circulation, does not have one bookmobile. This vehicle has great publicity value. Mr. Ferguson did not doubt

that it appeals to the public more strongly than the combined arguments of the American Association for Adult Education, and the A. L. A., in all its ramifications from the Reading with a Purpose Series to the Extension Committee, with the findings of Professor Thorndike thrown in. If it only delivered up to its implied promises, libraries should purchase cars enough to put the motor car manufacturer on a double shift schedule. Here, however, many branches receiving frequent supplies from headquarters by automobile, parcels post, by bus and railway, give a fixity, a permanence to the library system which cannot be attained by a thing with the come and go of the bookmobile. The county system of California, in its inception, thought first of the adult, or, at least, the non-school population as its special objective. However, it was soon clear that the need of the rural elementary schools was quite as great and as important. The system started in a natural way. It had a beginning, often a very simple beginning. Always, however, the fundamental principles were insisted upon. Direct control, tax support, trained and certificated executives, flexibility sufficient to meet varying conditions, ability to follow natural lines of development; these few and easily comprehended rules bring right results. No stress has been placed upon buildings—even the county headquarters; with the sure expansion of the service, all things needed will come.

The gay days were the young days of the public libraries of California, said Althea Warren, First Assistant Librarian, Los Angeles. The first one was organized under Mexican rule in 1844 by a group of Los Angeles notables called "Los Angeles del Pais" (Friends of the Country). The adobe building (Amigos Hall) had a large room for dancing, with a small corner to hold the books partitioned off at one end. In those days a newspaper six months old was eagerly welcomed, and a book of the last century was fresh and readable. When the society ran into debt the building was disposed of by lottery. Andres Pico drew the lucky number. Such pleasant frivolities as dance halls and lotteries have ceased to be part of California library experience, but the compensation is that never, since the year 1878, when a State law was passed empowering municipalities to support a public library by a city tax, has any such institution been dissolved. California has since the seventies been the scene of the most flourishing library development west of Ohio. Of the eleven large libraries of California, five are under the charge of a city manager—Berkeley, Long Beach, Pasadena, Sacramento, and Stockton. Five are administered by a Board of Trustees appointed by the mayor and dependent for their tax levy upon the City Council—Los Angeles, San Francisco, Oakland, Santa Barbara, and Riverside. The city of San Diego has a city manager in charge of the street and water departments, but the library remains under the care of the Council. Four of the large libraries of the State serve the population of their county as well as the city. These are San Francisco, where the county and city are coterminous, and Stockton, Santa Barbara, and Riverside.

The history of a particular college or university library parallels closely that of the institution with which it is connected, according to Nathan Van Patten, Director of Stanford University Library. Such a library differs essentially from a public library of the same size. The public library is usually a corporate entity; the college library is a department of a larger organization. The public library serves a large clientele with extremely varied interests; the college library serves a small and highly selected group with a considerable community of interests. The acquisition policy of the public library is largely determined by its staff, while in the college library development is closely coordinated with and limited by the educational and research activities of the supporting institution.

The two great university libraries of California (California and Stanford) contain good general collections. With a few exceptions, neither library is exceptionally rich in particular subjects in the same sense as are the libraries of Yale and Harvard. The Bancroft Library at the U. of C. is one of the most important collections relating to the history of the West and of Hispanic America. It is unequaled for material relating to the Pacific slope in general and California in particular. The Hoover War Library at Stanford University is notable as one of the three great collections in the world where research may be satisfactorily carried on in connection with all aspects of the World War and the period of reconstruction. The Lane Medical Library at San Francisco, one of the Stanford University libraries, is the principal medical library west of Chicago and one of the largest in the United States. The University of California Medical School and the College of Medical Evangelists have smaller libraries which are being steadily developed. The cordial cooperation between the three medical libraries in making their collections mutually useful results in the provision of very complete facilities to the staff and students of all of these institutions and to practitioners and research work-

ers throughout the State. The University of California, Mills College, and Stanford University have all benefited from the generosity of Albert M. Bender of San Francisco, who has established at each of these institutions a collection of finely printed books to which additions are steadily being made. The University of California at Los Angeles has recently occupied a new library building, and its collections are being rapidly increased. This library will soon take its place as one of the most important libraries of the State. The famous library of W. A. Clark, Jr., is now the property of the University of California at Los Angeles. This collection, which has its own building and staff, is second only to the Huntington Library in the field of English literature. Adequate libraries exist at the other colleges and universities of the State, including the College of the Paeific, Santa Clara University, California Institute of Technology, St. Mary's College, and the various State normal colleges.

The school library movement beginning here in 1903 had its counterpart on the east coast about the same time, said Ella S. Morgan, librarian of the Lincoln High School Library, Los Angeles. Practically all the school libraries are functioning as parts of the school system and are directly under their control. In many smaller communities the County Library System, by its method of shared expense, is supplying books where otherwise, for lack of funds, there would be none. In the large centers, such as San Francisco, Los Angeles, Long Beach, and San Diego, central purchasing for all or partial central cataloging is the practice. Supervisors of school libraries are employed in San Diego, Long Beach, Oakland, and San Francisco. To hold positions in the high schools of California, librarians must obtain teachers' certificates of secondary grade, since the law states that no librarian may be employed for more than two hours a day in any high school without such certification. It also defines her status as a teacher, and includes her among the beneficiaries of the State retirement act. By this act she may draw a pension after thirty years of service. This assurance of her membership in the faculty adds authority and influence to her position. The usual practice is, and has been, to employ trained librarians, but measures are well under way for making recognized library training a legal requirement.

Max Farrand, director of the Huntington Library, described it as a library of libraries, a collection of collections. Mr. Huntington limited his collection of books and manuscripts almost exclusively to British and American literature and history. Shortly after he commenced his career as a collector seriously, several large libraries were thrown on the market. Mr. Huntington adapted himself to the new conditions and, with what seemed to be unlimited resources, purchased, in his chosen field, library after library, entire, and collection after collection, the gathering of each of which represented the work of years and even of a lifetime or of generations. Many duplicates were inevitably acquired in such a process, and it was Mr. Huntington's consistent policy to dispose of all material not germane to his particular interest. Members of the staff also were always looking out for opportunities to purchase individual items to fill in any gaps in the collections. It is not the size but the rarity and quality of the Huntington Library that make it important. With less than 200,000 printed items, a remarkably large number—nearly one-half—are to be classified as unusual or rare, and many of them are unique.

Dr. A. S. W. Rosenbach, in his *Books and Bidders*, said: "Mr. Henry E. Huntington . . . was without doubt the greatest collector of books the world has ever known. . . . The library . . . which houses his wonderful collections will be the Mecca of students for all time. No gift to a nation or to a State can ever equal his."

Along with this is the extraordinary collection of British portraits and other eighteenth-century works of art. Then there are 277 acres of land, with the remarkable collection of plants of the arid and semi-arid regions, which distinguished scientific botanists declare have an importance in their own field closely approaching that of the books and paintings in their respective spheres. The other, and unusual, feature of the Huntington Library is that it is a research library, where provision has been made for the carrying on of research in the field of the development of civilization in England and America. The limitation of the field of investigation is determined by the character and content of the collection, and not by any restrictions placed in the deeds of trust. For the first time, provision has been made for the establishment of a research institution in the humanities that corresponds in importance with the great institutions for scientific research.

THIRD GENERAL SESSION

"The Place of the Library in Higher Education" was described by Robert G. Sproul, president-elect of the University of California,

Berkeley, at the third general session on Friday morning, June 27.

Great and complex are the problems which the library of a modern university faces. The relationship of the library to the educational and research work of an institution of higher learning is unique and peculiar. Time-honored and true is the statement that the library is the heart of the university. No other division of the university articulates with all departments of instruction and research on the educational side, and certainly no department can rank with the library which conserves and makes available the thought and capitalizes the experience of all mankind. The intellectual growth and vitality of every school and every division, of every professor and every student depends on the vitality of the library. A building is not a library, although it can and should be a beautiful home for a library. Books are not a library any more than blood is a man, although they are just as indispensable to it. A library is a collection of books, housed adequately and if possible nobly, but most important of all, organized for use and directed by highly trained personnel toward the ends which it has been established to serve, whether they be recreation or research. And this most important feature of the library, its organization for use, in the infinite complexity of modern scholarship and the inexhaustible flood of modern books, can be provided only by highly scientific methods, and by highly educated and organized staffs, differing from the teaching and research staffs of the institution in training, function, and privilege and differing even more widely from the clerical staff in duties and required educational qualifications. The American Library Association would render a distinct and important aid to scholarship if it would organize within itself an efficient fact-finding body to supply university and college presidents with the basic material to enable them to cope intelligently with the fundamental problems outlined above.

Two new aspects of adult education were discussed by Levering Tyson, Field Representative of the American Association for Adult Education.

It is not surprising that libraries are concerning themselves with the recent movement for Alumni Education, he said. There are a few things which can be done to help most effectively. First, acquaint libraries all over the country with the background of the whole idea. Point out particularly the perhaps surprising fact that the traditional and vocal typical alumnus is recognized now definitely to be in the minority. Second, the librarian ought to take the initiative when he is once sure of his ground. By approaching alumni groups and giving preliminary guidance which will be the most helpful, the librarian can quietly stimulate the whole movement in a way the profession as a whole does not realize.

Radio Education and Alumni Education have their similarities and their differences, insofar as the libraries' chance to participate is concerned. Both are new, both are still in the embryonic stage, both promise a great deal potentially, and there is little known definitely about either. If the library is to be a service station along the alumni education highway as radio education develops the library may be swamped by a different sort of demand. In 1930 census figures will show that there are approximately 13,000,000 radio sets in the country—that is, one to every three to four families. Radio broadcasting can undoubtedly be developed to a certain extent as a useful mechanism in adult education. If the library must broadcast, the various intellectual interests of its immediate community should be organized into a unit with the library as a center. If the A. L. A. could get time on a national chain program to give authoritative and uncolored information about new publications, it would in all probability become one of the most popular and authentic features on the air.

FOURTH GENERAL SESSION

The library administrator who holds that a cataloger or reference assistant needs more training or is doing more important work than a children's librarian, simply admits his lack of knowledge of the possibilities in children's work, said Ralph Munn, director of the Carnegie Library of Pittsburgh. The children's librarian must be accorded salary recognition as a specialist, and it is only in this way that the whole body of children's librarians can be raised to a status that will hold them in their chosen field. The rise of the school library intensifies the need of fairness to the children's librarian. During the last ten years we have seen a large number of our best children's librarians enter the school field. It is to the advantage of society that some of them should do so, but as long as the present wide gap between school and public library salaries exists, there will be an excessive shift to the school, and it will get the best of the incoming classes. With salary equalized, the children's librarian will be free to enter the field she really prefers. Another part of the solution lies in opening more lines of promotion to the children's librarian. Until the two problems of equality in salary and promotion

for children's workers are faced squarely, we will continue to see many of our best children's workers enter other phases of librarianship. The school library can never be a complete and satisfactory substitute for children's rooms; both the school library and the public library have their proper places and both are needed. The problems which seem to be the most urgent are a stabilized personnel which can be gained only through giving fair salaries and opening lines of promotion to children's librarians; a better working agreement and a much more sympathetic understanding between school and public library forces; and the development of intermediate departments which will help to carry the child through the change from children's to adult departments. With solutions to these problems we will have contributed materially toward maintaining the social significance of library work with children.

Mental habits which make for civilization among Americans, and those which tend toward barbarism, were discussed by Everett Dean Martin, author of *Liberty*, the June Book of the Month Club selection.

"Libraries and other educational institutions must help to create a civilization which has never yet existed," said Mr. Martin. "The great civilizations of the past have for the most part consisted of the beliefs and customs of religion. Intellectual achievement has been the exclusive privilege of the few. The masses have simply had civilization swung over their heads. The historical exception to this was the attempt in ancient Athens to base civilization on human intelligence. Hence Greek philosophy and Greek education were occupied with a problem similar to that which confronts us moderns: What are the mental habits which make the civilization?

"What, in general, are the characteristics which distinguish civilized people from barbarians? I would suggest a few characteristics which would probably help us to estimate the extent of civilization in our own country. It is usually thought that barbarians are undisciplined and free, while the civilized man is a slave. This is not true. Barbarians are not free. Their every act is regulated by authority, custom, taboo. The discipline of barbarians is that of the herd. The discipline of civilized people is that of the individual's reason. Barbarians come in hordes. They swarm. They have little individual consciousness. The emphasis is on the tribe or herd, and I should say that any tendency to emphasize man as mass at the expense of man as person is a tendency toward barbarism.

"Second, barbarians stand in awe of big things and their attention is caught by the spectacular and the gaudy. They lack a civilized man's subtle discrimination. Hence, questions of intellectual sincerity are utterly beyond their comprehension. They simply do not know what intellectual sincerity means and here, to gain some notion of the barbarism in our own country one need only look at the news stands, go to a movie, listen to the radio, or to the average political speech.

"Third, barbarians are essentially conventional and conservative. They tend to destroy whatever is strange, unique, different from their ancestral ways. In other words, barbarians are intolerant, and the revelation of the extent of intolerance in present day America is simply an indication as to how numerous are the barbarians in our midst. In the fourth place, the barbarian mind is psychologically alert, but it is essentially infantile. It is motived more by wish fancy than by critical knowledge. It has never emancipated itself from parental authority. Barbarians are people who, themselves never having grown up, do their best to prevent anyone else reaching his maturity. We must not, therefore, think of barbarians as wild tribes of aborigines living in the forests. Barbarians today fill our cities, plow our fields, and can be found everywhere, in schools and colleges, in newspaper offices, as well as in the ranks of labor. Modern civilization has merely put clothes on the barbarian and mechanized him.

"The peculiar traits demanded by our present civilization are so obvious that it is only necessary to list them. Ours is a democratic civilization. Hence it is obvious that an unprecedented number of people become capable of any civilization at all. Ours is a mechanical civilization, and most of those who write and speak about this mechanical age seem to think that to adjust the individual to the needs of these times it is necessary only to equip him with certain mechanical techniques. What we really need is the development of something quite the reverse of the mechanical. Education must equip people with supermechanical habits if the values of civilization are to survive. Ours is a world civilization. It demands world-mindedness.

"The struggle for civilization in America is not going to be easy. Perhaps there would be gain if more educators saw more clearly what the conflict between barbarism and civilization really is."

At this session the Newbery medal was awarded to Rachel Field (see page 603).

Pre-Convention Meeting of A. L. A. at Grand Canyon

THE PRE-CONVENTION meeting of the American Library Association was held at the Grand Canyon June 21, 1930. A large assembly of enthusiastic librarians filled the Community Hall. The meeting was called to order by President Keogh. On the platform were Governor J. C. Phillips of Arizona, M. R. Tillotson, superintendent of the Grand Canyon National Park, Dr. C. T. Vorhies of the University of Arizona, Estelle Lutrell, librarian of the University of Arizona and president of the Arizona State Library Association; Ida G. Wilson, librarian of the Arizona State Teachers College, Flagstaff, and secretary of the Arizona State Library Association, and officials of the A. L. A., Carl Milam, secretary, Sarah C. N. Bogle, and Julia Wright Merrill.

The first speaker was Governor Phillips, who gave an address of welcome. Mr. Tillotson was next introduced by Miss Lutrell as the author of *The Grand Canyon Country* and as the person who made it possible for the A. L. A. to hold this meeting at the Grand Canyon.

The next speaker on the program was Dr. C. T. Vorhies of the University of Arizona, representing Dr. H. L. Shantz, president, who could not be present, as he is in Europe. Doctor Vorhies suggested a motto for the initials A. L. A., i.e., *Ask Librarians Anything*.

Miss Estelle Lutrell then spoke on the "Library Movement in Arizona." She told of the natural barriers in Arizona which have held back the development of libraries but that this has been overcome to a large extent by the improvement of the highways and of other transportation facilities. There are 70 libraries in Arizona, 42 being school libraries. The high school expenditure for books during the year 1929-31 was $1.41 per pupil, and there are in the schools 15 trained librarians. The State Teachers College at Flagstaff, with a new building in progress, a good book collection and an able librarian, is forging ahead. An equally favorable report may be made for the State Teachers College at Tempe.

Mr. C. B. Lester, secretary, Wisconsin Free Library Commission, was introduced and talked on "The State's Function in Library Service." He said that the primary duty of the State was the establishment of public libraries. There should be a good State agency, State guidance and assistance—all necessary for library development—and a State certification of librarians just as much as State certification of teachers.

Miss Julia Wright Merrill next spoke on "The County Library." She said that today reading has wings, literally wings in several counties where airplanes are carrying books to readers in isolated desert or mountain regions. The demands of rural communities are growing and book appreciation is great in rural districts. Many kinds of branches and stations have been established, the newest one yet heard of being in an irrigation district office.

Dr. Andrew Keogh talked briefly on "College

NEXT SATURDAY MEMBERS OF THE AMERICAN LIBRARY ASSOCIATION, EN ROUTE TO THE NATIONAL CONVENTION ON "THE COAST", WILL VISIT THE GRAND CANYON WHERE THEY WILL BE GREETED BY LIBRARIANS AND EDUCATORS FROM ALL OVER ARIZONA
CON P. CRONIN PHOENIX
MRS. EVANGELINE BERRYMAN
NATIONAL DELEGATES
ALL TH' BOOKS IN ALL TH' LIBRARIES COULDN'T PICTURE THIS!
IDA WILSON FLAGSTAFF
EFFIE CARMICHAEL
MRS. ESTELLE LUTRELL TUCSON
MR. & MRS THOS. COOKSON TEMPE

Cartoon by Reg Manning in "The Arizona Republican" for June 15, 1930

Library Work." He said that there was great need of speed in reading, and he emphasized the wisdom of the formation of the habit of browsing. A college student must learn to use a book in a limited time, for the time-saving factor is one of importance among scholars. The library is the heart of the college where scholars may find all knowledge.

At the close of the meeting Miss Lutrell, with a few words of appreciation of the meeting held in Arizona, presented to Doctor Keogh a Navajo Indian rug, explaining the symbols.

A. L. A. Council

THE A. L. A. COUNCIL met Tuesday morning, June 24, with Dr. Andrew Keogh presiding. The relation of cognate committees and sections recommendations made by Ernest J. Reece, School of Library Service, Columbia University, and chairman of Committee on Committees, was referred back to the Committee on Committees for report at the next conference. After a report on State Aid for libraries, presented by the chairman, Clarence B. Lester, Wisconsin Free Library Commission, the Council resolved to indorse State Aid for libraries and other large unit library service. Samuel H. Ranck, chairman of Committee on Library Revenues, reported that 611 institutions in the United States have trust funds approximating $40,000,000 (an average of $60,000 per institution). New York State has the largest trust funds and Maine has the greatest number. Among the States having trust funds of over $1,000,000 were Illinois, Kentucky, Maine, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, Texas, and Vermont. Mr. Ranck stated that it was the business of the public to finance these libraries by taxation alone, and the great purpose of endowments was to supplement the work rather than to take the place of it.

Following Mr. Ranck's report, the Council resolved that State and Provincial libraries should be asked to include in their reports trust funds and endowments in addition to statement of gifts.

Everett R. Perry of the Los Angeles Public Library recommended Mrs. Elizabeth Sprague Coolidge as a new honorary member of the A. L. A. Council because of her great service and gifts of chamber music concerts to public libraries all over the country. The Council voted to receive Mrs. Coolidge as a member.

Recommendations regarding the publication of a prison library manual by the Committee on Institution Libraries were referred to the incoming committee and the Executive Board for further consideration. The Council went on record as approving the bill favoring more depositories for government documents now actively before Congress, and of which the Committee on Public Documents are in favor. The George Washington Centennial Commission at Washington, D. C., through a representative, presented a program of observance of the 200th anniversary of the birth of George Washington, to take place in 1932. The Council went on record as approving the program.

On Saturday morning Orra E. Monnette, president of the Board of Library Commissioners, Los Angeles Public Library, presented the report of the American Institute of Genealogy. The Council resolved to appoint a special committee to consider the resolution presented by Mr. Monnette that a committee on the cooperation of the American Genealogy Institute with American libraries be appointed to investigate and report back to the Council.

The Council indorsed the efforts of the National Advisory Committee on Illiteracy to reduce illiteracy as presented by Samuel H. Ranck of the Grand Rapids (Mich.) Public Library.

Mabel R. Gillis, chairman of the Committee on Work with Bill, reported three bills before Congress (Pratt Bill, Braille Bill and Josephson Bill), of which the committee favored the first. The Council moved to approve the Pratt Bill.

The Council instructed the Committee on Civil Service Relations to make a quiet study of the trends in civil service as applied to libraries, report to be submitted to the Council before publication.

In the absence of E. C. Richardson, chairman of the Committee on Exhibitions and Activities in Libraries, John Boynton Kaiser presented plans for the Bimillennium Vergilianum, such celebration to be made by (1) exhibitions of the best books by and about Vergil; (2) exhibition of rare books by and about Vergil, and (3) a union catalog of books by and about Vergil in American libraries.

Harriet E. Howe of the University of Chicago presented J. C. M. Hanson's report on the new Journal of Discussion, the first number to be issued in January, 1931, from the University of Chicago. It was suggested that the present committee be appointed to serve as an Executive Board. The whole matter was referred to the Executive Board with power.

Two resolutions were adopted, one presented by Arthur E. Bostwick resolving that the Council express its approval of the work of the Child Health Conference of the White House, and the Executive Board recommendation that the Committee on Committees redefine the duties of committees.

Rachel Field Wins Newbery Medal

THE JOHN NEWBERY MEDAL, awarded annually by the Section for Library Work with Children of the American Library Association for the most distinguished children's book of the past year, was presented to Rachel Field for *Hitty, Her First Hundred Years*. Miss Field received the medal from Effie L. Power, chairman of the awarding section and director of work with children at the Cleveland (Ohio) Public Library.

Rachel Field, with Hitty, in a T. A. T. plane on her way to receive the Newbery Medal

The medal is named in honor of John Newbery, an eighteenth-century publisher and bookseller, who was one of the first publishers to devote attention to children's books. It is the gift of Frederic G. Melcher of New York City. Only citizens or residents of the United States are eligible to receive it.

Hitty is the story of a tiny, old-fashioned wooden doll discovered by Miss Field and Dorothy Lathrop, the illustrator, in the window of a New York antique shop. Both the author and illustrator wanted *Hitty*, but she was an early American doll, a real museum piece, and very expensive. She was finally bought in partnership, and her imaginary life history written by Miss Field and illustrated by Miss Lathrop. The book is published by the Macmillan Company.

Miss Field is the author of *Taxis and Toadstools, Eliza and the Elves, The Magic Pawnshop*, and other stories, plays and poems for children. Miss Lathrop illustrated, among other books, Walter De La Mare's *Three Mulla-Mulgars*, and Dorothy Canfield Fisher's *Made-to-Order Stories*.

Hitty, said Miss Power, is a book which will endure as long as there is youth in the hearts of readers. While it is a story of a doll, boys like it because it is adventurous and rings true. Incidentally, this is the first year that this prize has been won by a woman writer. It is the first prize book with an American background. It is the first prize book which has won two prizes within a year. (It was included in the best fifty books of 1929 chosen by the Typographical Society of America.)

Miss Field, in a graceful response to the presentation, said in part: "I feel that there is one thing they [*Hitty* and the Newbery medal] have in common, and that is the Past. I never get over the wonder that such things as old samplers, toys and little tattered children's books should be here for us to see and touch long after those who made and handled them are gone. There is something singularly moving about them, and I know that I can never see an old toy or one of those early chapbooks without this sense of the past. So, perhaps, after all, it is appropriate that a little doll of a hundred years ago should be connected with John Newbery and his bookshop in Old London. I cannot help feeling that she possesses qualities of character that would have pleased him and his distinguished friends and customers—Oliver Goldsmith, Charles and Mary Lamb, and others."

Miss Field flew from New Mexico and was welcomed at the Cojan Pass, in the air, by two planes carrying librarians and was escorted to the Grand Central Air Terminal, Glendale, Cal., June 24, the day the announcement was made that she had won the medal.

Michigan Librarians

THE GENERAL LIBRARY of the University of Michigan and the Department of Library Science were joint hosts to 149 visiting librarians on May 16, which had been set aside as a special "Visitors' Day." Represented among the guests were thirteen public libraries, four college libraries, the State Library, and three special libraries, from Bay City on the north to Grand Rapids, Kalamazoo, and South Bend, Ind., on the south and west. The visiting librarians were escorted through the various departments of the University Library and were also given an opportunity to see the rare collections of the Clements Library. Many attended the classes regularly scheduled in the Department of Library Science and inspected the Study Hall of the Department and its special collection of books and pamphlets on bibliography and library science.

School Library News

Teachers' Reference Library

THE SAMPLE Textbook and Teachers' Reference Library at the Board of Education, Atlanta, Ga., is of outstanding value and assistance to the teachers of the city. Books, periodicals, courses of study, reports, records and many things of educational aid and value are here for their guidance and help. A good professional library is indispensable to any profession. The right use of professional books makes for the growth and success of the individual, increases the usefulness of his chosen profession, and makes it one of dignity and honor. The library is the teacher's workshop; it is the clearing-house of knowledge. Definite information on an infinite number of subjects and facilities for finding out about other topics are available. Each month a bulletin is sent to the teachers listing the new books received in the Teachers' Reference Library, also a brief review of each book is given. A feature attraction is the opportunity of renewing and returning books and educational material by means of the school bus that visits daily all the public schools; the date of return is plainly stamped inside the back cover of the borrowed book. Books renewed in this manner are restamped and placed immediately back in the school mail. A teacher wishing to take a course of study has at his disposal the catalogs of every school and college in the country, whereas if he had the time and money he would only write to three or four of them. It is the same with magazines and books. Ordinarily, a teacher could only subscribe to one or two magazines and occasionally buy a book. He now has the privilege of reading a number of educational periodicals and keeping in touch with the best educational books. In the permanent exhibit room the latest educational material is always on display. Representative Robison of Kentucky, in his speech to the Seventieth Congress, said: "The security of this nation does not rest upon the completeness of our armaments, our gold, or our possessions; rather it rests more securely upon the enlightened moral and spiritual leadership of the nation. Our young people of today will become the republic of tomorrow." We must have the best educational aids to give them. Our library at the Board of Education is endeavoring to give to the teachers, and through them to the pupils, this aid.

Books are tools with which teachers work every day. They are expert in their use through constant practice. Like good artisans, they need to possess tools of good quality.

High School Library Club

THE MUSKEGON HEIGHTS High School Library Club, Michigan, presented "The Bookland Homecoming," a book-week sketch, at its annual book week assembly this year, featuring an actual Parnassus on wheels drawn by a costumer's dapple gray horse, Lindy with his airplane (a toy one, of course) and Richard Halliburton on bicycle. The play was written by the librarian and produced on three other occasions for women's clubs and parent-teachers' associations. Original library songs and jokes added to the program.

A book-author contest was sponsored by the club at the beginning of the year in the form of a "Visit to the Homes of Authors and Poets." The books, *Women Who Make Our Novels* and Cumnock's *Choice Readings*, were chosen by the winners from a list of books offered as prizes. Plans are now under way for the annual tea given each year to acquaint the mothers of the Library Club members and the faculty with the work, new books, and library club girls. This event takes place in the library, where a short program is followed by an examination of new books.

Book Jacket Contest

TO CELEBRATE Good Book Week, the Jefferson High School Library of Portland, Ore., sponsored a book jacket contest. First and second term students were asked to make jackets for the books which they had read as supplementary work in English, transferring into design and picture the ideas which they had received from their reading. The book jackets, many of whose uniqueness and unconscious flair for advertising might incite the envy or at least the interest of more experienced commercial designers, were exhibited in the library, where they induced many students to ask for the book which they represented.

Universal Reference Guide

ELMER ELLSWORTH JONES, Professor of Education at Northwestern University, and H. Claude Lewis, former Superintendent of the Provo, Utah, City Schools, have recently published *The Universal Reference Guide*, a guide to readings in the *Book of Knowledge*, *Compton's Pictured Encyclopedia*, and the *World Book*. Topics under each subject are arranged alphabetically and give the volume and page number of the reference volume. Hugh L. Nicholas, Chicago, is the publisher.

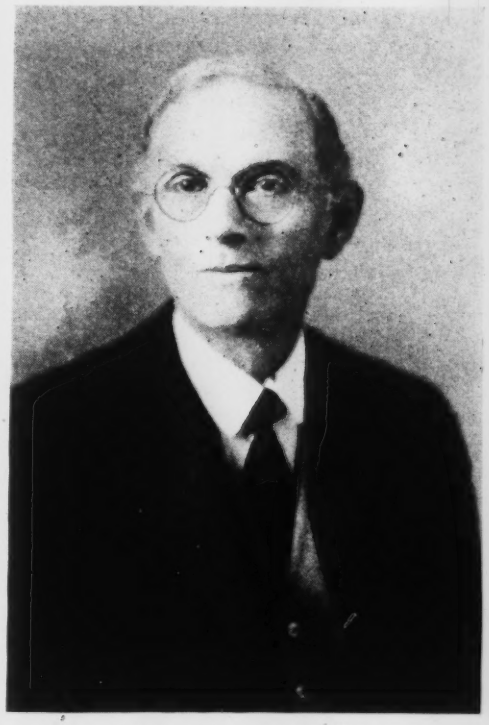
Librarian Authors

HENRY EVELYN BLISS has since 1892 been a librarian in The College of the City of New York, serving under the titles of Assistant Librarian, Deputy Librarian, Acting Librarian, and now Associate Librarian in charge of Departmental Libraries.

To the preparation, writing and revision of the three volumes, the first of which was published last May by Henry Holt & Company under the title of *The Organization of Knowledge and the System of the Sciences*, Mr. Bliss has since 1922, after thirty years of constant service and hard work in the Library, been permitted to devote a large part of his time. The second volume, a thorough study of *Classification for Libraries*, has been submitted for publication by the A. L. A. The third volume, if published, would present, as a contribution to the general problem and an exemplification of the principles stated in the second volume, the system of classification for libraries, in condensed and tentative form.

This large undertaking was suggested when several leading university librarians met at luncheon during the gathering of the Eastern College Librarians at Columbia University in 1921. On Doctor Richardson's urging that the system of classification should be developed, Mr. Bliss replied that he was more interested in larger aspects of the general movement of the organization of knowledge. He was advised to undertake the larger work as a basis for classification. Shortly after this, the proposal came from the authorities of the college that Mr. Bliss should have ample time for this service in library interests as well as in educational and scientific; and to insure its completion the permission was again and again liberally extended.

Mr. Bliss was born in New York in 1870, of American parentage from New England and New York, his grandparents being of the families of Hale, Davis and Anderson. He has had little schooling beyond that of his college and his library work; but in 1903 he took a summer course in library economy under the elder Mr. Fletcher at Amherst College Library. His interest in classification was encouraged by Mr. Fletcher; and he had the kindly advice of the elder Mr. Cutter at the Forbes Library, Northampton, in several conferences that summer, the last of Mr. Cutter's valuable life. Mr. Bliss regards his education as derived mostly from life and work, books and business. He has had a varied experience, and he finds a congenial kinship between a "jack of all trades" and a "master" of all sciences such as is requisite for adequate handling of the problem of classification for libraries. He has contributed several substantial articles to library journals and to educational and philosophical reviews.



HENRY EVELYN BLISS

Vergil Bimillennium Reading List

IN COOPERATION with the American Classical League, the Enoch Pratt Free Library of Baltimore has published a four-page circular—which includes a short introductory sketch of Vergil's life and influence and a list of seventeen works by or about Vergil. The intention is that this circular shall be widely distributed to the general public, as an economical and effective way to call attention to the subject and to encourage worthwhile reading.

Owing to special printing arrangements, the cost of these circulars is very low: 100 for $2; 500 for $3.50; 1000 for $6. There is an extra charge of 50 cents for having the name of any local club, library, or school appear on the front page of these lists, so that the name of the Enoch Pratt Free Library of Baltimore appears as an inconspicuous line, "Printed at the Enoch Pratt Free Library, Baltimore," on the back page. Orders may be sent direct to the Enoch Pratt Free Library, Baltimore, specifying the local imprint desired, if any.

Book Selection on Foreign Countries

What Other Nations Regard as the Best Books in English About Their Countries. A Continuation of The World Peace Foundation Lists

France

Dawson, Francis Warrington. *The Gift of Paul Clermont.* Bernard, 1928. $2.50.

Scott, James Brown, comp. *The United States and France.* Oxford, 1926. $2.75.

Courtesy of M. M. G. Lechartier, President of the Editorial Board of *L'Esprit International*, to whom the French Embassy referred us.

Greece

Adults

Horton, George. *Greek Islands.* Bobbs-Merrill, 1929. $3.50.

Miller, William. *Greece.* Scribner, 1928. $5.

——. *Greek Life in Town and Country.* Newnes, 1905. 3s. 6d.

Children 12 to 16

Iatrides, George. *Corae's Educational Message to Greece and the World.* Atlas, 25 Madison Street, New York City. $1.

Courtesy of the Greek Legation and of the Hellenic Teachers Association to which the Legation referred us.

Haiti

Leger, Jacques Nicolas. *Haiti, Her History and Her Detractors.* Neale, 1907. $3.

Courtesy of the Legation of Haiti.

Poland

Dyboski, Roman. *Modern Polish Literature.* Oxford, 1924. $2.

——. *Outlines of Polish History.* Oxford, 1925. $2.50.

——. *Periods of Polish Literary History.* Oxford, 1923. $2.

Fisher, Harold H., and Brooks, Sidney. *America and the New Poland.* Macmillan, 1928. $3.50.

Mickiewicz, Adam. *Sonnets from the Crimea.* Elder, 1917. 75c.

Children 6 to 12

Benecke, Elsie C. M., and Busch, Marie. *Selected Polish Tales.* Oxford, 1922. 80c.

Byrde, Elsie. *Polish Fairy Book.* Stokes, 1925. $2.50.

Children 12 to 16

Kelly, Eric P. *The Trumpeter of Krakow.* Macmillan, 1928. $2.50.

Courtesy of the Polish Legation and of the Kosciuszko Foundation to which the Legation referred us.

Hungary

Bovill, W. B. Forster. *Hungary and the Hungarians.* Methuen, 1908.

Buday, Ladislaus. *Dismembered Hungary.* Richards, 1923.

Divald, K. *The Artistic Monuments of Hungary.* Budapest, 1927.

Donald, Sir Robert. *The Tragedy of Trianon.* Butterworth, 1928. 7s. 6d.

Felbermann, Louis. *Hungary and Its People.* Griffith, 1892.

Holme, Charles, ed. *Peasant Art in Austria and Hungary.* The Studio, 1911.

Jokai, Mór. *A Hungarian Nabob.* Doubleday, 1899. $1.25.

——. *Black Diamonds.* Harper. $2.

Loczy, Louis. *Geographical, Economic and Social Survey of Hungary.* Budapest, 1919.

Powell, Alexander. *Embattled Borders.* Century, 1928. $3.50.

Teleki, Paul, Count. *The Evolution of Hungary.* Macmillan, 1923. $3.50.

Yolland, Arthur B., and Agorasto, T., ed. *View of Trianon's Hungary.* Budapest, 1928.

Children

Jakobi, Elizabeth. *The Adventures of Andris.* Macmillan, 1929, $2.50.

Petersham, Maud, and Petersham, Miska *Miki.* Doubleday, 1929. $2.

Schwimmer, Rozika. *Tisza Tales.* Doubleday, 1928. $5.

Courtesy of the Hungarian Legation.

Persia

Millspaugh, Arthur C. *The American Task in Persia.* Century, 1925. $3.

Courtesy of the Persian Legation.

Portugal

Bassett, R. H. *Romantic Ceylon.* Palmer, 1929. 7s. 6d.

Boxer, C. R. *Commentaries of Frevic de Andrada.* 1929.

Chilvers. *Seven Wonders of Southern Africa.* 1929.

Lowth, Alys. *A Wayfarer in Morocco.* Houghton, 1929. $3.

Rey, Charles F. *Romance of the Portuguese in Abyssinia.* Witherby, 1929. 18s.

Courtesy of the Portuguese Legation.

Turkey

Children 6 to 12

Ward, M. H. *Our Little Turkish Cousin.* Page, 1929. $1.

Courtesy of the Turkish Embassy.

Yugoslavia

Beard, Charles A., and Radin, George. *The Balkan Pivot: Yugoslavia.* Macmillan, 1929. $2.50.

Patton, Kenneth. *Kingdom of the Serbs, Croats and Slovenes.* Government Printing Office. 85c.

Courtesy of the Legation of Yugoslavia.

England

Armstrong, Sir Walter. *Art in Great Britain and Ireland.* Scribner, 1909. $3.

Bell, George K. A. *Brief Sketch of the Church of England.* Morehouse, 1929. $1.60.

Dearmer, Percy. *Everyman's History of the English Church.* Morehouse, 1915. $1.40.

Dicey, Albert V. *Introduction to the Study of the Law of the Constitution.* 8th ed. Macmillan, 1915. $4.25.

Ditchfield, Peter H. *City of London.* Macmillan, 1921. $1.60.

Fletcher, C. R. L., and Kipling, Rudyard. *School History of England.* Oxford. 2s. 6d.

Fortescue, Sir John W. *History of the British Army.* 12 v. Macmillan, 1899-1920. v. 1-3, 5-7, each $10; v. 4, $20; v. 8, $12; v. 9-10, $30; v. 11-12, each $16.

Fowler, Henry W. *Dictionary of Modern English Usage.* Oxford, 1926. $3.

Galsworthy, John. *Forsyte Saga.* Scribner, 1922. $2.50.

——. *Modern Comedy.* Scribner, 1929. $2.50.

Gibbins, Henry de B. *Industrial History of England.* Scribner. $2.50.

Muir, Ramsay. *How Britain Is Governed.* R. R. Smith, 1930. $3.

This book has been subject to criticism on the part of reviewers for the introduction of a small amount of Liberal bias directed against the Conservatives and the Labor Party.

Saintsbury, George E. B. *Short History of English Literature.* Macmillan, 1898. $3.

Schuster, Sir Arthur, and Shipley, A. E. *Britain's Heritage of Science.* Constable, 1917. 7s. 6d.

Stephen, Leslie; Lee, Sidney; Davis, H. W. C., and Weaver, J. R. H. *Dictionary of National Biography.* 22 v. Oxford, 1908-09. $140.

Trevelyan, George M. *History of England.* Longmans, 1926. $4.25.

Walker, Ernest. *History of Music in England.* Oxford, 1924. $3.50.

Walker, T. *Art of Dining.* Cayme Press, 1928. 21s.

Ward, Adolphus W., and Gooch, George P. *Cambridge History of British Foreign Policy,* 1783-1919. 3 v. Macmillan, 1922. v. 1, $6; v. 2, 3, each $7.50.

Ward, Adolphus W., and Waller, Alfred R. *Cambridge History of English Literature.* 14 v. Putnam. Each $3.50.

Courtesy of Mr. Stephen Gaselee, C.B.E., librarian of the British Foreign Office.

Rhode Island Library Association

THE ANNUAL business meeting of the Rhode Island Library Association was held in the auditorium of the Elmwood Public Library (Knight Memorial), Saturday, June 7. The following officers were elected to serve for 1930-31: President, Mrs. Sara E. Sherman, Elmwood Public Library, Providence; first vice-president, Mr. Henry B. Van Hoesen, John Hay Library, Providence; second vice-president, Miss Bess McCrae, Providence Public Library, Providence; recording secretary, Miss Grace H. Hall, Harris Institute Library, Woonsocket; corresponding secretary, Miss Doris Dow, Elmwood Public Library, Providence; treasurer, Miss Gertrude E. Brown, Providence Public Library. Executive Committee: Mr. Clarence E. Sherman, Providence Public Library; Miss Annise B. Kane, Providence Classical High School; Mr. Laurence M. Shaw, Providence Public Library.

Corrected Statement

To the Editor of THE LIBRARY JOURNAL:

May I correct a statement made by Mr. L. F. Schmeckebier in his article, "The Government and the Libraries," in THE LIBRARY JOURNAL for June 1. On page 491 Mr. Schmeckebier states, "No Congressional designations are in effect in two States—Nevada and Wyoming," and later, "In Wyoming the two depositories are close together in the southeast corner. Neither is a general public library, one being the State library at Cheyenne and the other the University of Wyoming Library at Laramie."

These statements were true when Mr. Schmeckebier delivered his address in Washington, but are not accurate at present, since the Natrona County Public Library here in Casper was designated a depository library in July, 1929.

ELEANOR DAVIS,
Librarian, Natrona County Public Library, Casper, Wyo.

The July and August Forecast

A check list of books of general interest whose publication dates fall during July or August

(Exact date of issue is given when known)

Fiction

Ashbrook, H. *The Murder of Cecily Thane.* Coward McCann (July 18). $1.50.

Ashton, Helen. *Doctor Serocold.* Doubleday, Doran (July 1). $2.50.

Bartlett, Vernon. *The Unknown Soldier.* Stokes (July 10). $2.
England's unknown soldier.

Birabeau, André. *Revelation.* Viking Press (July 18). $2.50.
A novel of a mother's love for her son.

Coleman, Emily Holmes. *The Shutter of Snow.* Viking Press (Aug. 8). $2.50.
The mental adventures of a woman who fought through insanity to health, told by the woman herself.

Conselman, Bill. *Ella Cinders in Hollywood.* Stratford. $2.50.
This novel tells about the intimate and interesting doings of the famous screen stars.

Deval, Jacques. *Wooden Swords.* Viking Press (July 1). $2.50.
A riotous story of the "battle of Paris."

Everton, Francis. *Murder Through the Window.* Morrow (July 24). $2.
By the author of *The Hammer of Doom.*

Federn, Karl (trans. by Donald Douglas). *Baron Fritz.* Farrar & Rinehart (Aug. 29). $2.50.
War story.

Feval, Paul. *Comrades at Arms.* Longmans, Green (Aug. 6). $2.50.

Gibbs, Jeanette Phillips. *French Leave.* Little, Brown (July 1). $2.50.
A novel of Bohemian Paris.

Harrison, Charles Yale. *Generals Die in Bed.* Morrow (July 24). $2.50.
The first realistic account of the War through the eyes of a private in the Canadian army.

Hoel, Sigurd. *Sinners in Summertime.* Coward McCann (July 18). $1.50.
Translated from the Norwegian.

Hughes, Langston. *Not Without Laughter.* Knopf (July 25). $2.50.
A story of Negro life in the Middle West.

Iliff, Roy. M. *In the Red.* Stokes (July 24). $2.
An American middle class tragedy.

Jackson, G. G. *The Romance of the Sea.* Stokes (July 10). $2.50.
Sea mysteries.

Kantor, Mackinlay. *El Goes South.* Coward McCann (Aug. 5). $2.
A story of the great majority—the city dwellers who hold ordinary jobs.

Mayor, F. M. *The Rector's Daughter.* Coward McCann (Aug. 18). $1.50.
Life of a middle-age spinster in one of the quiet backwaters of England.

Morrow, Honoré W. *The Last Full Measure.* Morrow (July 24). $2.50.
Complete in itself, this Lincoln novel naturally follows *Forever Free* and *With Malice Toward None.*

Olivier, Edith. *The Triumphant Footman.* Viking Press (July 18). $2.50.
A story of the gay deceiver of the gay nineties.

Reeve, Christopher. *The Toasted Blonde.* Morrow (Aug. 21). $2.
Mystery.

Rutledge, Archibald. *Bolio and Other Dogs.* Stokes (July 24). $2.
Short stories.

Setubal, Paulo. *Domitila.* Coward McCann. (July 7). $2.
A fascinating history of the First Brazilian Empire.

Stanley, Marie. *Gulf Stream.* Coward McCann (Aug. 18). $1.50.
Story of a mulatto girl.

Svevo, Italo. *Confessions of Zeno.* Knopf (July 25). $3.
A fascinating, analytical study of a master hypochondriac.

Miscellaneous Non-Fiction

Birnis, Arthur. *An Economic History of Modern Europe.* Dial (July 1). $4.

Blair, Emily Newell. *The Creation of a Home.* Farrar & Rinehart (Aug. 15). $2.50.
Answers the questions of a daughter setting out to create a home of her own.

Davis, H. W. C. *A History of Europe from 800 to 1789.* Dial (July 1). $4.

Duffus, R. L. *The Santa Fé Trail.* Longmans, Green. $5.

Goldsmith, Margaret, and Voigt, Frederick. *Hindenburg: The Man and the Legend.* Morrow (July 24). $3.50.
Life of the obscure Prussian officer who became head of Prussian Army during War and later President of First German Republic.

Heisenberg, Werner. *The Physical Principles of Quantum Theory.* Univ. Chicago Press (July 1). $2.50.
First detailed account of physical principles of quantum theory.

Jais, Regina. *Legendary Germany, Oberammergau and Bayreuth.* Dial (July 1). $2.50.

Ketterl, Eugen. *The Emperor Francis Joseph I.* Stratford. $5.
For nearly three decades Ketterl waited on the Emperor day and night, and thus is in a position to picture that character more faithfully, perhaps, than anyone else.

Lewis, F. F. *The Drama of Life.* Stratford. $2.50.

Mason, Dexter. *The Art of Drinking.* Farrar & Rinehart (July 31). $1.
A practical book for prohibition cellars of recipes for cocktails, punches and canapés.

Memoirs of Madame Du Barri. Stokes (July 10). $2.50.

Mjoberg, Dr. Eric. *Forest Life and Adventures in the Malay Archipelago.* Morrow (Aug. 21). $4.

Munson, Gorham. *The Dilemma of the Liberated.* Coward McCann (Aug. 5). $3.
Non-partisan exposition of the New Humanism.

Murray, David A., D.D. *The Real Meaning of Jesus.* Stratford. $3.

Springer, Fleta Campbell. *According to the Flesh.* Coward McCann (Aug. 18). $3.
Life of Mary Baker Eddy.

Standing, Herbert F. *Spirit in Evolution.* Dial (July 1). $5.
A biology from the evolutionary standpoint.

Tillyard, E. M. W. *Milton.* Dial (July 1). $4.

Wellford, E. T. *Crime and Cure.* Stratford. $1.
A review of this lawless age and the mistrial of Christ.

Zweig, Stefan. *Joseph Fouché.* Viking Press (Aug. 8). $3.50.
The biography of the arch-traitor of the French Revolution and the master-spy of Napoleon.

Juvenile

Auslander and Planck. *Lazy Teddy Bear.* Longmans, Green (July 16). $1.

Berger, Helen. *Mystery of World's End.* Longmans, Green (July 16). $2.

Caswell, Annie Gray. *Susann of Sandy Point.* Longmans, Green (July 16). $2.
Scene laid in a Canadian factory town.

Darling, Esther Birdsall. *Navarre of the North.* Doubleday, Doran (Aug. 15). $2.
Story of a real dog.

Darrow, Floyd L. *Builders of Empire.* Longmans, Green (Aug. 13). $2.50.

Donahey, Mary Dickerson. *The Tavern of Folly.* Doubleday, Doran (Aug. 15).
Mystery story for older girls.

Fifty Pictures to Paint. Morrow (Aug. 21). $2
Picture book.

Gartner and Winkler. *Mugel the Giant.* Longmans, Green (July 16). $2.

Gay, Zenya and Jan. *Panch and His Burro.* Morrow (Aug. 21). $2.
One day in the life of a little Mexican boy.

Hinkle, Thomas C. *Tornado Boy.* Morrow (Aug. 21). $2.
Another great horse story of the Old West.

Justus, May. *Peter Pocket's Luck.* Doubleday, Doran (Aug. 15). $1.50.
For children up to ten.

Klett and Lewinski. *When Star Children Play.* Longmans, Green (July 16). $1.50.

Knox, Rose B. *The Boys and Sally.* Doubleday, Doran (Aug. 15). $2.
Plantation story.

Morris, Kenneth. *Book of the Three Dragons.* Longmans, Green (Aug. 13). $5.

Olcott, Frances Jenkins. *Wonder Tales from Goblin Hills.* Longmans, Green (Aug. 13). $2.

Palm, Amy. *Wanda and Greta at Broby Farm.* Longmans, Green (July 16). $2.

Phipps, Mary. *All About Patsy.* Doubleday, Doran (Aug. 15). $2.
For children up to seven.

Raymond, Margaret T. *Linnet on the Threshold.* Longmans, Green (July 16). $2.
High school story.

Rothmund, Toni. *Amber Bead.* Longmans, Green (July 16). $2.
Nature story.

Sherwood, Merriam. *The Tale of the Warrior Lord.* Longmans, Green (Aug. 13). $2.50.
Old Spain.

English New Book Agreements

IT HAS now been definitely decided that American libraries are not eligible for commission under the New Book Agreement that went into effect in England with English libraries last fall. It is hoped that libraries that import from England in considerable quantity might perhaps benefit by the Net Book Agreement, but it seems that this is not to be so. This agreement is that libraries which buy in one year "new net books" to the value of more than £100 and less than £500 shall be granted a "rebate," otherwise called "commission," of 5 per cent, and that libraries whose annual business in "new net books" amounts to over £500 shall be granted a rebate of 10 per cent. The rebate is to be taken in other new net books at list price. All is not going well with the scheme, but it is, of course, too early to judge just what are its merits and defects. Surely it would involve a tremendous amount of bookkeeping and auditing.

Book Selection on World Affairs, XI

Modern American History and American Foreign Policy

The World Peace Foundation Mobilizes the Opinions of Experts Throughout the United States

*Latané, John H. *History of American Foreign Policy.* (12 votes) Doubleday. 1927. $4.

"This book has the merits of lucidity and simplicity, while being at the same time accurate and scholarly."

Recommended as Advanced by Kelsey; as Intermediate by Goodrich, Hamilton, Kelso, Kimball; as Elementary by Bartlett, Brown, Darling, Jones, Rippy, Thach.

*Howland, Charles P. *Survey of American Foreign Relations.* (8 votes) Yale. 1928. $5.

"Authoritative discussion of recent American foreign policies."

Recommended as Advanced by Darling, Goodrich, Kelso, Morrison, Rippy, Williams, Woolery; as Intermediate by Bartlett.

Adams, Randolph H. *History of the Foreign Policy of the United States.* (7 votes) Macmillan. 1924. $3.50.

". . . clear, well arranged and convenient."

Recommended as Advanced by Kelsey; as Intermediate by Hamilton; as Elementary by Bonham, Briggs, Brown, Kelso, Morrison.

*Blakeslee, George H. *Recent Foreign Policy of the United States.* (7 votes) Abingdon. 1924. $2.

"An able exposition of the newer diplomacy of the United States."

Recommended as Advanced by Darling, Fuller, Goodrich, Rippy, Woolery; as Elementary by Hamilton, Jones.

Bemis, Samuel F., ed. *American Secretaries of State and Their Diplomacy.* 10 v. (6 votes) Knopf. 1927-29. $4 each.

". . . one of the most complete accounts of American diplomacy and should be in every library."

Recommended as Advanced by Bartlett, Bonham, Fletcher, Hamilton, Kelso, Williams.

*Fish, Carl Russell. *American Diplomacy.* (6 votes) Holt. 1923. $3.

"A well-written, comprehensive and judicious treatment of American diplomacy."

Recommended as Advanced by Kelsey; as Intermediate by Cresson, Goodrich; as Elementary by Briggs, Fletcher, Jones.

*House, Edward M. *Intimate Papers.* 4 v. (6 votes) Houghton. 1926-1928. $20.

"Of major significance in the literature upon the period of the World War."

Recommended as Advanced by Bonham, Darling, Fuller, Hamilton, Johnson, Kimball.

*Moore, John Bassett. *Principles of American Diplomacy.* (6 votes) Harper. 1918. $2.75.

". . . a simple and straightforward account of the chief points of our diplomatic history . . ."

Recommended as Advanced by Goodrich, Williams; as Intermediate by Cresson; as Elementary by Briggs, Jones, Thach.

Beard, Charles A. *Rise of American Civilization.* 2 v. (5 votes) Macmillan. 1927. $12.50.

"A most stimulating synthesis."

Recommended as Advanced by Bonham, Dunbar, Kelsey, Kimball; as Intermediate by Johnson.

*Dennett, Tyler. *Americans in Eastern Asia* (5 votes) Macmillan. 1922. $5.

"Valuable for an understanding of the background of recent affairs in the Orient."

Recommended as Advanced by Bonham, Darling, Jones, Rippy, Thach.

*Dennis, Alfred L. P. *Adventures in American Diplomacy,* 1896-1906. (5 votes) Dutton. 1928. $5.

"Interesting essays on foreign relations, 1896-1906, which are partly based on hitherto unpublished papers."

Recommended as Advanced by Darling, Goodrich, Hamilton, Kelso; as Intermediate by Bartlett.

Johnson, Allen, ed. *Chronicles of America.* 50 v. (5 votes) Yale. 1921. $132.50.

". . . the set as a whole is reasonably accurate and is not overburdened with the impedimenta of scholarship."

Recommended as Advanced by Kelsey; as Intermediate by Dunbar, Kimball; as Elementary by Fletcher, Johnson.

*Latané, John H. *United States and Latin America.* (5 votes) Doubleday. 1920. $2.50.

"A clear, readable summary of the relations of the United States and Latin America . . ."

Recommended as Advanced by Goodrich, Rippy, Williams; as Intermediate by Briggs; as Elementary by Bonham.

*Stuart, Graham H. *Latin America and the United States.* (5 votes) Century. 1928. $3.75.

"A very excellent survey of an important portion of America's foreign policy."

Recommended as Advanced by Bartlett, Jones, Kelsey; as Intermediate by Darling; as Elementary by Kelso.

Moon, Parker T. *Imperialism and World Politics.* (4 votes) Macmillan. 1926. $3.50.

"Effects of modern imperialistic ventures on international relations."

Recommended as Advanced by Fuller, Woolery; as Intermediate by Morrison; as Elementary by Brown.

*Rippy, J. Fred. *United States and Mexico.* (4 votes) Knopf. 1926. $5.

"Thorough, readable, scholarly, and a contribution to American literature on world affairs."

Recommended as Advanced by Bartlett, Darling, Fletcher, Kelso.

*Alvarez, Alejandro. *Monroe Doctrine.* (3 votes) Oxford. 1924. $3.

"Necessary to a study of the major American policy."

Recommended as Advanced by Darling, Jones; as Intermediate by Briggs.

*Bryce, James Bryce, Viscount. *International Relations.* (3 votes) Macmillan. 1922. $2.50.

"A searching analysis by a most discerning scholar."

Recommended as Advanced by Briggs, Jones, Woolery.

*Buell, Raymond L. *International Relations.* (3 votes) Holt. 1929. $4.

". . . the most thorough and least biased treatment available."

Recommended as Advanced by Briggs, Cresson, Jones.

Bullard, Arthur. *Our Diplomacy in the Modern World.* (3 votes) Univ. of Pa. Press. 1928. $1.50.

"This is a short account by a well-known writer."

Recommended as Intermediate by Bartlett, Woolery; as Elementary by Morrison.

*Dealey, James Q. *Foreign Policies of the United States.* (3 votes) Ginn. 1926. $2.80.

"A good general analysis of the foreign policies of the United States and of the basic factors determining them."

Recommended as Advanced by Briggs; as Intermediate by Goodrich, Jones.

Haring, Clarence H. *South America Looks at the United States.* (3 votes) Macmillan. 1928. $2.50.

"An interesting account of South American opinion on the United States by a trained worker who spent a year in South America in investigation."

Recommended as Advanced by Bartlett, Kelso; as Intermediate by Brown.

Hart, Albert B., ed. *American Nation Series.* 27 v. (3 votes) Harper. 1904-08. $2.25 each.

"From the scholar's standpoint, perhaps the best general history of the United States."

Recommended as Advanced by Dunbar, Kelsey; as Intermediate by Johnson.

*Hill, Howard C. *Roosevelt and the Caribbean.* (3 votes) Univ. of Chicago. 1927. $2.50.

Recommended as Advanced by Bartlett, Darling, Kelso.

*Hughes, Charles E. *Our Relations to the Nations of the Western Hemisphere.* (3 votes) Princeton Univ. 1928. $1.75.

"Our relations with our neighbors in the light of rights granted by international law."

Recommended as Advanced by Goodrich, Morrison, Woolery.

*Latané, John H. *From Isolation to Leadership.* (3 votes) Doubleday. 1925. $1.20.

". . . an extremely interesting and stimulating brief sketch of the meaning of our international policies."

Recommended as Advanced by Briggs, Fuller; as Elementary by Thach.

*Mowat, Robert B. *Diplomatic Relations of Great Britain and the United States.* (3 votes) Longmans. 1925. $5.50.

"Covers the period 1783-1920. Full, careful, scholarly, fair-minded and interesting."

Recommended as Advanced by Bonham, Briggs, Rippy.

Nearing, Scott, and Freeman, Joseph. *Dollar Diplomacy.* (3 votes) Viking. 1925. $2.50.

"A radical approach, but an exceptional collection of facts and figures . . . illustrative of the dominant economic motive in our foreign policy."

Recommended as Advanced by Fuller, Hamilton; as Intermediate by Brown.

Paxson, Frederic L. *Recent History of the United States.* (3 votes) Houghton. 1926. $3.

"A fair-minded, interesting summary . . ."

Recommended as Intermediate by Bonham, Dunbar, Kelsey.

Rippy, J. Fred. *Latin America in World Politics.* (3 votes) Knopf. 1928. $3.50.

"Mr. Rippy touches on the relations between the United States and Latin America . . . ."

Recommended as Advanced by Bartlett, Williams; as Intermediate by Brown.

*Sears, Louis M. *History of American Foreign Relations.* (3 votes) Crowell. 1927. $3.50.

"Contains a good bibliography and chronological tables."

Recommended as Intermediate by Hamilton; as Elementary by Bartlett, Darling.

*Thomas, David Y. *One Hundred Years of the Monroe Doctrine.* (3 votes) Macmillan. 1927. $3.

"A convenient summary."

Recommended as Advanced by Bonham, Cresson, Hamilton.

*Williams, Benjamin H. *Economic Foreign Policy of the United States.* (3 votes) McGraw. 1929. $4.

"An excellent approach from a fresh viewpoint."

Recommended as Advanced by Goodrich, Jones, Rippy.

The above list was originally contributed by two distinct groups of professors, one of which was asked to name titles on American Foreign Policy, the other on Modern American History. The frequent mutual preference in both groups for certain titles, and the small number of professors who responded with material on American foreign policy suggested merging the two lists. Titles recommended and professors cooperating in the field of American foreign policy are starred.

Cooperating Professors: Ruhl J. Bartlett, Tufts College; Milledge L. Bonham, Jr., Hamilton College; Harold E. Briggs, Culver-Stockton College; Marshall S. Brown, New York University; *W. P. Cresson, Tufts College; *Arthur B. Darling, Yale University; Willis F. Dunbar, Kalamazoo College; Robert S. Fletcher, Oberlin College; Leon W. Fuller, Colorado College; *Leland M. Goodrich, Brown University; Milton W. Hamilton, Albright College; Cary Johnson, Jr., University of Virginia; *Robert L. Jones, University of Pittsburgh; Rayner W. Kelsey, Haverford College; Maxwell R. Kelso, Mills College; Elizabeth G. Kimball, Wells College; C. H. Morrison, Regis College; *J. Fred Rippy, Duke University; *Charles C. Thach, New York University; Mary W. Williams, Goucher College; W. Kirk Woolery, Bethany College.

Book Reviews

A Symposium

Fargo, Lucile F. *The Library in the School.* Chicago. American Library Association. 1930. cl. 453p. $3.

By a School Administrator

THIS SURVEY of the library in the schools will be useful to librarians, to student-librarians, and to educators interested in the school library as a progressive factor in education. The book will doubtless be used as a text in courses in school library methods and practices, but it is of interest also to all those interested in school libraries. The scope of the book is wide. The school library is considered from the elementary school through the junior and senior high schools. Practical problems, such as housing and equipment, technical and mechanical processes of getting books ready for circulation, problems of circulation, of book selection, and of library instruction—all these are discussed clearly and concisely. When there are two sides to a question of policy, Miss Fargo states them. She is frank in giving her opinion, but is open-minded in regard to the opinions of others. Her standards agree with those of men like C. C. Certain and F. K. W. Drury, who have done much to bring school librarianship to a high professional standard. She suggests nothing startling in change of policy from what are already the ideals and objectives of most school librarians, but it is well to have these things stated rather than to exist only in the practices of the best librarians. The orderly arrangement of the topics makes this book valuable for quick authority and reference. The bibliographies at the end of the chapters suggest further reading. The school library as an integral part of the school system, the library keeping alive to educational trends but not being led astray by fads, the library that has for its main purpose the furnishing of books to the child, well-chosen books, simple yet efficient methods of circulating them, and a place to keep books that is attractive to children and is accessible to them—these are Miss Fargo's main texts. But she goes further and treats administrative programs, problems of supervision, and relationships between public and school libraries. Miss Fargo has taken a clear, penetrating look at the field of the school library and sets forth what she has seen and what she thinks about it. It is a book which librarians will want to own.

HAZEL E. HUTCHINS,
Supervisor of Libraries, Public Schools, Denver.

By a Public Librarian

SCHOOL LIBRARIANS everywhere owe a debt of gratitude to Miss Lucile F. Fargo for the splendid contribution that she has given to the profession in her book, *The Library in the School,* recently published by the A. L. A. as one of its series of textbooks for library schools. Miss Fargo has succeeded in doing a difficult task well. She has written in an interesting, entertaining manner of the many phases of library work with which school librarians are concerned. Although it is a well-known fact that the author's field has been in a high school library, she has treated equally well the problems of the elementary and junior high school. One notes with satisfaction the logic Miss Fargo and her co-workers have employed in the arrangement of this invaluable text. The aims and activities of the library are presented first, followed by a careful consideration of the equipment, the organization, and the procedure necessary for the successful completion of those aims and activities. The wealth of practical knowledge and experience that is Miss Fargo's have been given generously to this work. The book is enhanced by a number of attractive illustrations. These are photographs of various types of school libraries, including, too, a rural service book truck delivering books to a country school. At each chapter end there is an excellent bibliography of recent material. Following the bibliography is a list of questions and projects. These have been carefully prepared. They furnish a comprehensive résumé of the material covered, and at the same time are stimulating and thought provoking. There is included very appropriately for such a book, a list of Accredited Library Schools with information revised to 1930. It is futile to attempt in any review even to name the many points that have been so clearly defined. Every question pertaining to school library management has been so adequately treated that the author has achieved splendidly the purpose for which her book was first intended, that of a textbook for library schools. This book is in many a sense more than a textbook, it is an authority on the subject of school libraries to which students, teachers and librarians will turn for guidance.

EVELYN M. FOSTER,
Head of School Department, Library Association of Portland, Ore.

By a Teacher of School Librarians

THIS basic volume, dealing with the functions and organization of the library in the school, will serve in a fourfold way.

Primarily, it is a textbook for the students. It will be of immediate help to those who independently, or in a library school, in a college class, or in a training-in-service group seek authoritative information regarding present-day library practices in the schools of this country. No prospective school librarian can afford to disregard it.

This volume will serve admirably as a handbook for school administrators and principals. Here are reported and summed up the practices of school libraries as far apart as New York and California, Texas and Minnesota. Here are discussed the problems of the elementary, junior and senior high school library. Librarians must assume some of the responsibility of bringing so helpful a reference aid to the attention of this group.

To those members of the library profession now serving in schools or in public libraries, this study should prove an incentive for self-analysis. No forward-looking school librarian will fail to appreciate its immediate value as an aid to solving local problems and to stimulating a more scientific study of the whole school library situation. They will also welcome it as a reference book providing facts perhaps known but heretofore not available in printed form.

Not least, though last, Miss Fargo has made a real contribution to the literature of education. For teachers of school librarians this will be a basic textbook. For those professors who seek to include in their courses in teacher training institutions a brief study of the library as a part of the modern school plant, it will be invaluable reference reading material. The selective bibliographies given with each chapter, the charts, diagrams, and record forms help to make this a practical handbook for all who are striving to make the library a functioning element in every type of school—rural or city, elementary or secondary.

ELEANOR M. WITMER,
Associate Librarian, Teachers College, Columbia University.

Children's Books from 12 Countries

THE A. L. A. has recently published a brochure of the most attractive and characteristic children's books from twelve countries, a selection made by the Section of Library Work with Children. In each case the foreign publisher is given, the translator if available, the publisher in this country, and a short descriptive annotation. The basis of selection is the practical need of a public library—the purchase for the children's rooms of books that the boys and girls ask for and are really interested in.

Book Club Selections
(for July)

BOOK-OF-THE-MONTH CLUB

Doctor Serocold, by Helen Ashton. Doubleday, Doran.

The novel takes the form of a day in the too-laborious life of a provincial doctor.

BOOK LEAGUE OF AMERICA

St. Augustine, by Giovanni Papini. Harcourt, Brace.

Since this book is appearing on the fifteenth centenary of the death of St. Augustine, it will no doubt attract the world-wide attention of everyone interested in the life of this saint, who was in many ways the first "modern man."

BUSINESS BOOK LEAGUE

Story of Wall Street, by Robert I. Warshow. Greenberg.

CATHOLIC BOOK CLUB

The Flying Cromlech, by Hugh de Blacam. Century.

CRIME CLUB

One of Us Is a Murderer, by Alan Le May. Crime Club, Inc.

FREETHOUGHT BOOK CLUB

Burbank the Infidel, by Joseph Lewis. Freethought Press Ass'n.

JUNIOR LITERARY GUILD

Moorland Mousie (boys and girls 8-12), by Golden Gorse. Scribner.

When I Was a Girl (girls 12-16), collected by Helen Ferris. Macmillan.

Thirty Fathoms Deep (boys 12-16), by Edward Ellsberg. Dodd, Mead.

LITERARY GUILD

Wooden Swords, by Jacques Deval. (trans. by Lawrence Morris.) Viking Press.

An autobiographic confession of a nearsighted, bespectacled one who fought the Great War with a spittoon, a wheelbarrow, a sponge, and a broom. Riotously funny.

PAPER BOOKS

By the Waters of Manhattan, by Charles Reznikoff. Paper Books, Inc.

SCIENTIFIC BOOK CLUB

Crucibles: The Lives and Achievements of Great Chemists, by Bernard Jaffe. Simon and Schuster.

Library Organizations

Toronto Opens Central Lending Library

THE THIRTIETH annual conference of the Ontario Library Association was held April 21-22, 1930, the hosts being the Public Library of the city of Toronto. Specially noteworthy was this meeting because of the special feature of the program, namely, the opening of the new Central Lending Library of Toronto, which was formally opened at the evening meeting on Easter Monday by Prof. Andrew Keogh, President of the A. L. A.

At the general meeting the addresses were of special interest because of the men who gave them and the entirely different problem that was discussed. Mr. Weir Grieve told of a library which he had tried to develop in the little fishing village of Tobermory, which is on the edge of the Bruce Peninsula, that great neck of land that separates the Georgian Bay from Lake Huron. Mr. C. R. Sanderson gave an interesting, clear-cut description of the evolution of library work in England and Scotland, in the rural districts, and showed how, after many discouragements, it has been possible now to provide that a person might get a book which he earnestly desired, no matter in what part of the British Isles he lived; and the same idea was brought up by Miss Mary Black of the Public Library in Fort William, where, in the discussion in regard to Library Institutes, she spoke strongly about the necessity of developing the library work in New Ontario so that they wouldn't have in that part of the Province a great many small libraries such as were in the older part of the Province.

The officers for the new year are: President, Mrs. A. A. Kennedy, Kingston; First Vice-President, Mr. R. E. Crouch, London; Second Vice-President, Rev. T. B. Howard, Listowel; Secretary-Treasurer, E. Blanche Steele, Toronto.

First Meeting in Two Years

THE TENTH annual meeting of the Florida Library Association was held at Jacksonville in the Windsor Hotel, April 10-11; the 1929 meeting had been given up, as so many Florida librarians were attending the A. L. A. Convention at Washington, so a two-year interval had elapsed since the Lakeland meeting.

Dr. Helen T. Woolley of Columbia University was the principal speaker of the morning on the topic, "Pre-School Interest in Stories." The afternoon session was given to Florida history, and the Florida Historical Society in a talk by Mrs. Garrett Porter, secretary of the society, and by Dr. Joseph Roemer, State high school inspector and professor of education at the University of Florida. Carl Bohnenberger gave an arresting portrait of "The Librarian as an Artist," in which the non-creativeness of the librarian in literature, as compared to the output of the educator, the lawyer, and members of other learned professions, was strikingly made plain.

"The Public Library as a Civic Asset," a talk by George W. Simons, Jacksonville's city planner, opened the second day's session. A symposium, led by Miss Olive Brumbaugh of Orlando, on library extension followed, the discussion centering about a county library bill. Miss Stelle of the Tampa Public Library spoke on Educational Foundations and Florida's special needs, and Mrs. M. L. Blanton spoke briefly on her experience in library commission work in North Carolina.

The annual banquet was held in the Windsor Hotel on the night of the 10th, the speaker and guest of honor being Harold F. Brigham of the Nashville Public Library.

Officers for the year are: President, Miss Helen V. Stelle, Librarian, Tampa Public Library; First Vice-President, Mr. Carl Bohnenberger, Jacksonville Public Library; Second Vice-President, Mr. E. L. Robinson, Tampa; Secretary, Miss Henrie May Eddy, Gainesville; Treasurer, Mrs. F. R. Wallace, Orlando.

The Carnegie United Kingdom Trust

FROM the sixteenth annual report of the Carnegie United Kingdom Trust, just issued, we learn that the only building erected in 1929 with the aid of a Trust grant was the public library opened at Hendon on July 3.

In no previous year has there been so much all-round development in those sections of the library service in which the trustees are specially interested. Borough and county libraries alike in most parts of the country have shown greatly increased vitality, and the principle of cooperation on regional lines has taken a prominent place in the program of many authorities. As regards the Central Library for Students, the Royal Commission on National Museums, while not going so far as the Departmental Committee on Public Libraries, has definitely recommended a government grant of £3,000 a year.

The Northeastern Library Convention

LIBRARIANS from the six New England States, from New York and New Jersey, who for various reasons were unable to join the A. L. A. pilgrimage to Los Angeles, gathered on June 13-18 at the New Ocean House, Swampscott, Mass., and there held a most successful regional meeting, known as the Northeastern Library Convention. The convention was the result of long and arduous preparation by a committee consisting of the presidents of the State Library Associations of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York and New Jersey, the Western Massachusetts Library Club, the Special Libraries Association of Boston, and the New England School Library Association. There were 802 registrations, the various States being represented as follows: Massachusetts, 517; New York, 102; Connecticut, 40; Rhode Island, 37; New Hampshire, 33; Maine, 28; New Jersey, 17; Vermont, 16; Illinois, 4; Pennsylvania, 3; Michigan, 2; Canada, 1; unknown, 2. The presidents of the various organizations shared the responsibility of presiding at the many sessions.

One factor which contributed notably to the success of the convention was a Hostess Committee under the direction of Mrs. Joyce Bisbee Holder, former librarian at the Lynn Public Library, which, in addition to extending hospitality in the usual manner, was able, as the result of careful preparation, to bring together librarians seeking specific help or advice and those able to help them. Commercial exhibits were numerous and thoroughly representative.

On Friday evening, June 13, those who had arrived for the dinner session were welcomed by Edward H. Redstone, State Librarian of Massachusetts, who had been delegated as his representative by Governor Allen, who was on the program but unable to come. Following Mr. Redstone, Benjamin N. Johnson, historian of Lynn, spoke upon "The North Shore in History and Tradition." The term "North Shore" is used to describe all the Massachusetts coast from Boston to Cape Ann, and this includes towns so rich in history and tradition as Salem, Marblehead, and Gloucester.

The president of the Special Libraries Association of Boston, Rev. Frederick T. Persons, opened the Saturday morning session. The subject, "Cooperation Between Special Libraries and Public Libraries," was discussed by Margery Quigley, of Montclair Public Library; Ruth Savord, of the Council of Foreign Relations, New York City; Mrs. Mary W. Dietrichson, of the Business Branch of the Boston Public Library; James F. Ballard, of the Boston Medical Library, and others. During the same forenoon an open meeting of the New England School Library Association was held, at which those present listened to a stimulating talk, "The Biographer Looks Twice at Life," by Rollo Walter Brown. Emphasizing the necessity of the biographer's taking a sympathetic attitude toward his subject, Mr. Brown explained his liking for "lonely Americans" such as afforded him the title for his recent book, and told many interesting anecdotes of Dean Briggs of Harvard, whose biography he wrote, and of other famous men.

Saturday afternoon Mrs. Gordon Brinley, in medieval costume, gave delightful interpretative readings from *The Canterbury Tales*, reproducing as nearly as might be the manner in which they were originally spoken. At this session it was voted to send a telegram to Senator Fess of Ohio, urging prompt action toward the purchase of the Vollbehr collection for the Library of Congress. In the evening Prof. Odell Shepard of Trinity College, Hartford, Conn., author of *The Heart of Thoreau's Journals*, spoke upon New England poetry. In his talk, thought by many to have been the finest of the whole convention, he paid special tribute to Emerson, Thoreau, and Robert Frost.

On Sunday there were no meetings, but in the afternoon about one hundred and fifty persons accepted the invitation of Miss Katharine P. Loring, trustee of the Beverly Public Library, and a former president of the Massachusetts Library Club, to take tea on the lawn at her ancestral home in Beverly, which overlooks the sea. Sunday evening a dinner was given to Gardner M. Jones, librarian of the Salem (Mass.) Public Library, in honor of his 80th birthday. Three former presidents of the A. L. A., namely, Walter L. Brown of Buffalo, J. I. Wyer, Jr., of Albany, and Hiller C. Wellman of Springfield, were present, together with the presidents of most of the associations taking part in the convention. Mr. Jones, one of the charter members of the Massachusetts Library Club, was in the second class at the New York State Library School, and has been librarian at Salem for 41 years.

Beginning Monday, the forenoons were given over to round tables held in various meeting places, the afternoons and evenings to general sessions. Monday morning was devoted to the following round tables: "State Commission Workers," led by E. Louise Jones, field secretary of the Massachusetts Commission. Discussion was most informal, centering chiefly about the problems of village libraries, institutes for untrained librarians, salaries

for those with little experience, the weeding out of books of no permanent value, school libraries, etc. "Cataloging for Small Libraries," led by Mrs. Frances R. Coe of the Massachusetts State Library. At this round table there was lively discussion. "Modern European Literature, with special reference to Foreign-born Readers," led by Edna Phillips of the Massachusetts State Commission. Leonilda Sansone, of the Aguilar Branch of the New York Public Library, analyzed effectively the reading tastes of Italians in America. She gave a résumé of Italian literature suitable for public libraries and presented a classified list of important Italian books of the last five years. Dr. John A. Walz, professor of the German language and literature at Harvard University, sketched the development of the German novel and presented a list of about forty contemporary novels by outstanding German authors. Copies of Dr. Walz's and Miss Sansone's lists may be had from Miss Edna Phillips, Division of Public Libraries, State House, Boston, Mass. "Loan Desk Problems," led by H. T. Dougherty, librarian of the Westfield, Mass., Atheneum. The problems discussed were: non-residents and transients, by Robert K. Shaw of Worcester (in his absence his paper was read by Miss Mooney, of his staff); reserves, by Miss Coombs of Providence; overdue books, by Miss Clement of Manchester, N. H.; use of the telephone, by Miss Clark of Montclair; and the use of new charging methods (Dickman, Toledo-Dickman, Detroit, and Gaylord), by Miss Holmes of East Orange and Miss Rogers of Evanston, Ill.

At the afternoon session on Monday, Mrs. Marion Cobb Fuller, of the Maine State Library, spoke on "The Librarian's Library," and Prof. Arthur W. Peach, of Norwich University, Northfield, Vt., outlined "Significant Aspects of Contemporary American Literature." The three aspects which Professor Peach considered most significant were: (1) the disastrous effect of the machine age on American culture, (2) the tendency of the novel to become more and more a medium of sociological discussion, and (3) the contributions of new racial elements—emphasizing to some extent the Negro, but more especially the Jew. Incidentally, Professor Peach predicted the disappearance of rhythm from poetry and the eventual supremacy of free verse. On Monday evening Arthur E. Staples, editor of the Lewiston, Me., *Journal*, talked to the convention about Edna St. Vincent Millay. He gave an interesting account of her early life.

Hospital librarians met for a round table on Tuesday morning, with Elizabeth W. Reed, librarian of the Warren Library at the Massachusetts General Hospital, Boston, as leader. Miss Ida M. Cannon, head of social service work at the same hospital, gave a résumé of the twenty-five years of this work, originated in this country by Dr. Richard Cabot; and Miss Elsie Thurber told of her work as occupational therapist. George H. Evans, librarian at Somerville, Mass., related how the Rotary Club in his city provided a room for a library at the local hospital, the Public Library supplying books and service. At the same hour a round table for children's librarians was held, under the leadership of Alice M. Jordan, of the Boston Public Library, the general theme being the making of children's collections more attractive through book reviews, puppet shows, and story-telling. At two o'clock the delegates assembled to listen to addresses by Elva S. Smith, of the Carnegie Library, Pittsburgh, on "Open Doors to Literature," and by Prof. Eric Kelly, of Dartmouth College, Newbery medalist, 1928, on "Symbolism in Children's Books." That evening, in the ballroom, Mrs. Edward MacDowell gave an illustrated talk about the MacDowell colony at Peterborough, N. H., and played most delightfully several of Mr. MacDowell's compositions. She urged librarians to do what they could to give publicity to the need of the colony for financial support.

The Wednesday morning round table was devoted to book buying, especially for the limited budget. Leslie T. Little, of Waltham, leader, opened the discussion with a plea for more effective use of book funds, especially by small libraries, many of which are wasting money on mediocre, ephemeral, and overpriced books. He urged libraries to resist high-pressure advertising and then buy books that have been proved worth while, often to be had later at lower prices; also to adopt systematic plans for building up their collections. "Public Library Service to Business" was the subject of a paper by Mildred C. Clapp, of the Newark Free Public Library, at the Wednesday afternoon session, and John Farrar, of Farrar & Rinehart, publishers, whose subject was "Contemporary Authors," related in entertaining fashion some of his experiences with authors, publishers, and reviewers, and explained the dollar book experiment.

The convention came to an end Wednesday evening with a celebration in costume of the Massachusetts Bay Colony tercentenary. All who attended the convention had been invited to appear in any American costume from the past, whether twenty or three hundred years ago, and besides the many who accepted this invitation came those who were to appear as characters in historic episodes. Library staffs of Boston and vicinity then enacted episodes or presented features of colonial life.

In The Library World

Masterpieces of Library Architecture

BOSTON, Indianapolis and Detroit have public libraries which exemplify the best work in their class as selected by a jury of eleven architects, according to a recent publication, *Masterpieces of Architecture in the United States,* published by Charles Scribner's Sons. The Boston Public Library, completed in February, 1895, was designed by McKim, Mead & White and is particularly the work of Charles F. McKim. The Indianapolis, Ind., Public Library, completed in October, 1917, by Paul P. Cret and Zantzinger, Borie & Medary, associated architects, was awarded the Gold Medal of the Philadelphia Chapter of the American Institute of Architects in 1921 and Cass Gilbert designed the Detroit, Mich., Public Library, which was completed in March, 1921.

Believing that the United States possesses a wealth of material worthy of accurate presentation, Edward Warren Hoak and Willis Humphry Church began to plan this book three years ago. A list of some 150 buildings, recognized as being of the highest type of architecture in their respective classes, was compiled and sent to a number of the leading architects with a request that they act as a jury for the final selection. Five buildings were chosen from each class—memorials, museums, libraries, churches, public buildings, hotels and office buildings—and the lists were then revised and voted upon three times. Those buildings with the greatest number of votes were finally selected. The jury consisted of Chester H. Aldrich, Harvey Wiley Corbett, Ralph Adams Cram, William Rutherford Mead, Raymond M. Hood, William Mitchell Kendall, H. Van Buren Magonigle, Paul P. Cret, Ralph T. Walker, Harry Sternfeld, and Milton B. Medary.

Lehigh Acquires Treasures

WHEN Robert Honeyman, of the class of 1920, came to the Lehigh-Lafayette game he brought as a gift to the Lehigh Library, Bethlehem, Pa., sixteen rare and valuable books, which will be added to the treasure collection. Probably the most interesting book among these is a fine copy of the first English translation of Euclid's *Geometry,* translated by Henry Billingsley and published by John Daye in 1570. This is the second oldest English book in our library. The oldest English book Lehigh has was published in 1550. This copy of Euclid contains the autograph of Viscount Hatton, who was a Governor of Guernsey and a Doctor of Civil Law at Oxford. An interesting inscription shows that he presented the book to Martin Benson of Christ Church, Oxford, who later became Bishop of Gloucester. The book also contains the book plate of J. Benson, D. D., and John Camp Williams, from whose recent book sale it was purchased by Mr. Honeyman. It also bears the book plate of Robert Honeyman, IV, and an inscription showing that it was presented to Lehigh University in November, 1929, by Mr. Honeyman. The book is in excellent condition and has a half morocco slip case to protect it from damage.

The second item in this collection of considerable interest is a copy in five portfolios of Haebler's original leaves from incunabula. There are 280 original incunabulum leaves which illustrate the art of printing in Europe from the beginning up to 1500. Most of the important presses are represented. It contains such rarities as a leaf from the 1481 Dante, the Nuremberg Chronicle, 1493; Jacobus De Voragine, 1483, and Petrarch, 1492. Two volumes cover Italian incunabula, two volumes German, and one volume Western Europe. This publication will enable the library to display the paper and print of the most important books printed in the fifteenth century, with the exception of the Gutenberg Bible and the Caxton imprints.

Among the other books, to mention only a few, are: A copy of *Quintilianus,* published in 1527; a copy of *Aulus Gellius,* 1519; Valerius Maximus' *Moralium,* 1541; Claudio Barthol's *Orbis Maritimi,* 1643; a first edition of Tull's *Horse-Hoeing Husbandry,* which is the book used by Voltaire to guide him in his farm experience; Porta's *Natural Magic,* 1658, and a second edition of Newton's *Principia.*

These books form a distinct addition to the Lehigh Library and will be housed in the new treasure room along with the other rare books.

Hawthornden Prize Awarded

THE HAWTHORNDEN PRIZE of $500 was awarded on May 22 to *The Stricken Deer,* a biography of William Cowper, by Lord David Cecil. This prize is given in England for what is considered the best piece of imaginative prose or verse by a British author under 41 years of age. *The Stricken Deer* was published in America on March 29 by Bobbs-Merrill Company.

German Cooperative Clearing House for Duplicates

DR. ADOLF JURGENS of the Notgemeinschaft der Deutschen Wissenschaft, Berlin, gives a short description of the German Cooperative Clearing House for Duplicates now in use since 1921.

PURPOSE

That no duplicate shall stand on the shelf of any Germany library.

HOW ORGANIZED

1. All duplicates are registered on slips.

2. Copies of the slips form the general catalog in the office of the Notgemeinschaft der Deutschen Wissenschaft.

3. The original slip circulates, the books remaining on the shelves in their respective libraries.

4. Only a limited number of libraries of the same type are admitted, i.e., thirty German and five foreign.

5. There is a general plan for the route of the original slips.

6. The central library offers new duplicate slips each month to all cooperating libraries.

7. All German scientific libraries are indicated by a key number.

8. The library asking for books or journals takes out the slip, marks it with her key number and sends it, without letter, to the Notgemeinschaft der Deutschen Wissenschaft.

9. Every library taking out books is expected to place the same number of volumes at the disposal of the central library.

10. The offering library makes shipments direct to the ordering library.

The main differences with the Wilson plan (Lib. Jour. 55:108) are:

1. There is no money involved.

2. Service is limited to certain libraries, but includes books and journals.

3. All orders can be filled, there is no waste of time by making demands on exhausted stock.

The effect of this circle of duplicates caused the German Ministry of the Interior to establish the same plan by ordering that notice of all duplicates in government institutions of the Reich be sent to the Reichstauschstelle in the Reichsministerium des Innern. The same arrangement has been made with Russia but on a "prized basis." The Notgemeinschaft has received from the Whiterussian State Library in Minsk 3,500 volumes and from the Knishnaja Palate at Moskow 8,000 volumes. Combined with this is the "Suchzirkel" der Notgemeinschaft, organized in the same way. If a library wants copies of a journal (scientific or not) it sends a red slip which circulates with the duplicate slip after it is marked in the central library with the alphabetical catalog of sections of journals at disposal.

Newark Pamphlet Library

ONE OF the many innovations introduced into the library world by the late John Cotton Dana, librarian of the Public Library, Newark, N. J., is the method of filing pamphlets by color and position, now in use in that library. The chief advantages of the system are economy of time, cost and space, immediate accessibility of the pamphlets, and extreme flexibility of the collection. As no catalog cards are made, the collection can be added to quickly and weeded discriminatingly with little labor. The colors designating the numbers of the Dewey Decimal Classification are:

Lemon	for 0
Dark blue	for 1
Red	for 2
Orange	for 3
Green	for 4
Black	for 5
Brown	for 6
Check black and white	for 7
Light blue	for 8
Striped black and white	for 9

The pamphlets are banded with strips of colored paper ¼ inch in width. Always begin at the bottom and read upward. Take, for example, a pamphlet classed in 331.82. The three figures at the left of the decimal are always in the same position on the pamphlet, i. e., ½ inch from the bottom, ⅛ of an inch apart. The 82 at the right of the decimal has both color and position; color of 8 is in the second position; 63 would be the color of 6, or brown in the third position, and so on. Thus, placed side by side on the shelf, the first three numbers correspond in both color and position, but the fourth band having both color and position begins at the lower left and rises in sequence to the upper right within the class. A glance will tell if these are out of order.

An alphabetical variation of this is used for biography. In this section all pamphlets have a striped band, or No. 9, 1 inch from the bottom, to designate Biography. They have also a certain color at a certain height to designate the name of the person. Thus, Jones would bear color No. 4, or green, in the seventh position. Lincoln would bear color No. 5, or black, in the second position.

The banding is done quickly and exactly by means of a wooden frame cut to size with exact spacing.

Among Librarians

Hanson Retires in June

J. C. M. HANSON, who has been a member of the faculty of the Chicago University Graduate Library School since January, 1928, will officially retire June 15, although he expects to again join the school on June 30 for the Summer Quarter of 1930, and from January to June, 1931, he expects to again return to the Graduate Library School to take charge of a seminar of classification, with possibly some instruction in cataloging. From January to June, 1928, Mr. Hanson was given a leave of absence from the school to carry on special work in the Vatican Library, and during the Summer Quarter of 1928 he was a member of the faculty of the University of Michigan Library School. In 1928 he received from King Haakon of Norway the order, Commander of St. Olaf, and in the same year the great cross of the society, "Fanitullen," Oslo, Norway.

SARAH BYRD ASKEW, librarian and organizer of the New Jersey Public Library Commission, was awarded the honorary degree of Doctor of Library Science by the New Jersey College for Women on June 7. In awarding the degree she was cited as "distinguished for wit and wisdom in public address, and as idolized by her associates in every library in New Jersey, and through whose enthusiastic, tactful, and persevering efforts the State she loves with such rare devotion has advanced to the foremost rank in the extent and efficiency of its public libraries."

TOMMIE DORA BARKER has received the honorary degree of Doctor of Literature from Emory University at Atlanta, Ga. This distinction follows the recent announcement of Miss Barker's appointment by A. L. A. as regional field agent for the South.

MARGERY BEDINGER, Albany '18, has resigned as head of the Adult Education Department of the Seattle Public Library and is now librarian of the Montana School of Mines, Butte, with the rank of assistant professor.

GRACE WINIFRED BELL was appointed vice-librarian of the Lackawanna Public Library, New York, on May 1. Miss Bell was formerly in the general reference department of the Grosvenor Library of Buffalo.

WILLIAM WARNER BISHOP, librarian of the General Library, University of Michigan, Ann Arbor, received the honorary degree of Doctor of Letters from Columbia University on June 3.

SARAH C. N. BOGLE, assistant secretary of the A. L. A., will represent the Association at the meeting of the International Library Committee in Stockholm, Sweden, on August 20.

NORMA B. CASS, Columbia '28, has been appointed assistant in the Reference Department of the Michigan State Library, Lansing.

MARION COMINGS, Western Reserve '06, formerly architectural librarian in the Art Institute of Chicago and organizer of the Library of the Cleveland Museum of Art, is in charge of the Art Division which was opened in the Carnegie Library of Pittsburgh on May 19.

J. PERIAM DANTON has accepted the position of general assistant at A. L. A. headquarters, beginning Aug. 1. He has been reference assistant at Williams College and in charge of the Reserve Room.

HAZEL DEAN, N. Y. P. L. '25, who has been head cataloger in the Syracuse University Library, has accepted the position of cataloging reviser in the Baker Library of the Harvard University Graduate School of Business Administration, Cambridge, Mass., beginning in September.

HAZEL MERRY, Wisconsin '25, has accepted the position of assistant in the Rosenwald Industrial Museum Library, Chicago.

HERBERT PUTNAM, graduate of Harvard University, jurist, author, and for more than thirty years librarian of the Library of Congress was presented with the honorary degree of Doctor of Letters from New York University on June 11.

ELSIE SCHINZEL, St. Louis '27, formerly a school librarian in Burlington, Iowa, now holds a similar position in Evanston, Ill.

BURTON STEVENSON returns this summer to America, having for five years occupied the post of Director of the American Library in Paris. Mr. Stevenson, as is well known, was formerly editor of the most widely known anthology, *The Home Book of Verse*. He is at work again on a revision and enlargement of *The Home Book of Verse* and has decided that he must live on this side of the water to complete this and other literary undertakings.

MISS TURK, formerly with the Babson Institute, now has charge of the newly organized Remington Rand Library in Buffalo, N. Y.

ITHMER COFFMAN WOLFE, Michigan '28, has resigned as acting librarian of the Coldwater Public Library, Michigan, to accept the position as assistant in the Los Angeles School Library System, California.

Opportunities

This column is open to librarians

Wanted—Assistant for Adult Department. Training or at least one year's public library experience necessary. G-12.

Wanted—Cataloger for two or three months to revise collection in small public library in Middle West. G-13.

Wanted—Librarian for Dowagiac, Mich., Public Library. Training and experience. G-14.

High-grade position wanted by trained librarian with fifteen years' experience. Available immediately. F-14.

University and library school graduate with four years' experience desires position (school or public library) in or near Washington, D. C., or N. Y. Cataloging, reference and school experience. F-15.

College and library school graduate desires position in a public or school library for the coming year. F-17.

University and library school graduate with experience desires position in college library. F-18.

Children's librarian with ten years' experience would like position as head of a children's department. West, Pacific Coast, preferred. F-19.

College and library school trained librarian, with experience as high school teacher and public librarian, wishes position as high school or normal school librarian, or instructor of library science in normal school. F-20.

University and library school graduate with five years' teaching experience, three years' in special libraries, and seven in university libraries desires position as librarian or reference librarian in college or university library. New England, Middle States or Middle West preferred. F-21.

Position wanted by young woman with library school training and three years' experience in public library. G-10.

University graduate with library and secretarial training desires position in public, college or business library. Some experience in college library. G-11.

A college and library school graduate, with one year's experience in special library work, desires a position in a public or college library. Reference work preferred. G-15.

Free for Postage

NEBRASKA LEGISLATIVE Reference Bureau, Lincoln, has the following publications which they would be glad to give to any librarian who cares to pay postage or expressage:

Papers and Proceedings, A. L. A. 1897, 1904-15, 1918-19.

THE LIBRARY JOURNAL, June, August and September, 1907.

Public Libraries, March, 1898; October, 1900; February, 1905; May, 1907.

U. S. Bureau of Education. *Statistics of Public Libraries in the U. S. and Canada*, 1893. *Papers Prepared for the World's Library Congress*, 1896.

Free for Transportation

PRINCETON UNIVERSITY LIBRARY will send to any library, transportation charges collect, the following law reports. All of any one reporter must be taken. Bindings very poor. New Jersey Chancery Court Reports: Dickinson, Vol. 1-21; Stewart, Vol. 1-23; Halstead, Vol. 2-4; Robins, Vol. 1-3; Beasley, Vol. 1-2; McCarter, Vol. 1-2; H. W. Green, Vol. 3; Stockton, Vol. 3; C. E. Green, Vol. 1-12. New Jersey Supreme Court Reports: Vroom, Vol. 1-41; Spencer, Vol. 1; Southard, Vol. 1-2; Halstead, Vol. 1-7; Dutcher, Vol. 1-5; J. S. Green, Vol. 1-3; Zabriskie, Vol. 1-4; Coxe, Vol. 1; Pennington, Vol. 1-2; Harrison, Vol. 1-4. New York Appeals: Comstock, Vol. 1-4; Selden, Vol. 1-6; Kernan, Vol. 1-4; Smith, Vol. 1-13; Tiffany, Vol. 1-12; Hand, Vol. 1-6; Sickels, Vol. 1-101; E. H. Smith, Vol. 1-16; Bedell, Vol. 1-20. New York Chancery: Johnson (1814-23), Vol. 1-7; Hopkins (1823-26); Hoffman (1839-40); Clarke (1839-41); Paige (1828-45), Vol. 1-11. New York Supreme Court: Coleman & Caines (1794-1805); Johnson (1799-1800), Vol. 1-3; Caines (1803-05), Vol. 1-3; Caine's Cases (1804-05), Vol. 1-2 in 1; Johnson (1806-23), Vol. 1-20; Cowen (1823-29), Vol. 1-9; Wendell (1828-41), Vol. 1-26; Hill (1841-44), Vol. 1-7; Hill & Denio (Suppl. 1842-44); Denio (1845-48), Vol. 1-5. Pennsylvania Supreme Court: Binney, Vol. 1-4.

The Calendar

Sept. 10-12—Maine Library Association, annual meeting at Bar Harbor.

Oct. 1-2—Connecticut Library Association, annual meeting at New London, Conn.

Oct. 2-4—Colorado Library Association, annual meeting at Denver, Colo.

Oct. 7-9—Missouri Library Association, annual meeting at Sedalia, Mo.

Oct. 8-10—Michigan Library Association meeting at Marquette, Mich.

Oct. 9-10—Kentucky Library Association, annual meeting at Paducah, Ky.

Oct. 13-18—New York Library Association, annual meeting at Albany, N. Y., in connection with Convocation of the University of the State of New York.

Oct. 14-17—North Central Library Conference, including Minnesota, Wisconsin, Iowa, Nebraska, North and South Dakota, will be held in St. Paul, Minn.

Oct. 15-18—Illinois Library Association, annual meeting at Moline, Ill.

Oct. 15-17—Ohio and Indiana Library Associations, annual meeting (joint session) at Dayton, Ohio.

Oct. 20-22—Montana Library Association, annual meeting in Billings.

Oct. 21-24—Pennsylvania Library Association, annual meeting at Galen Hall Hotel, Wernersville, Pa.

Oct. 29-Nov. 1—Southwestern Library Association meeting at Dallas, Tex.

Nov. 6-7—New Mexico Library Association, annual meeting at Albuquerque, N. M.

Nov. 10—Arizona State Library Association, annual meeting at Phoenix, Ariz.

Nov. 20-23—Negro Library Conference and Dedication of new $400,000 Library, Fisk University, Nashville, Tenn.

Nov. 21—Illinois High School Library Association meets as Section of High School conference at Urbana, Ill.

SUMMER READING

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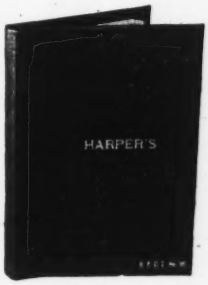

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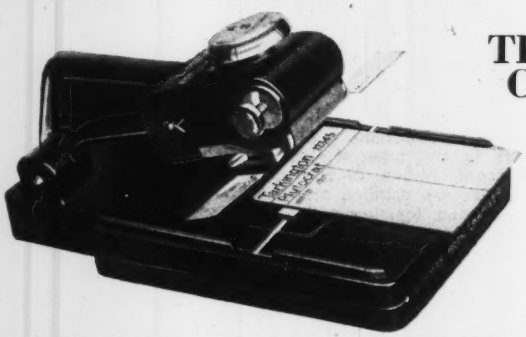

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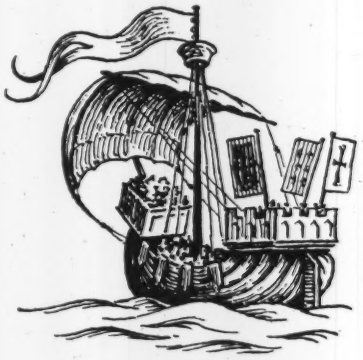

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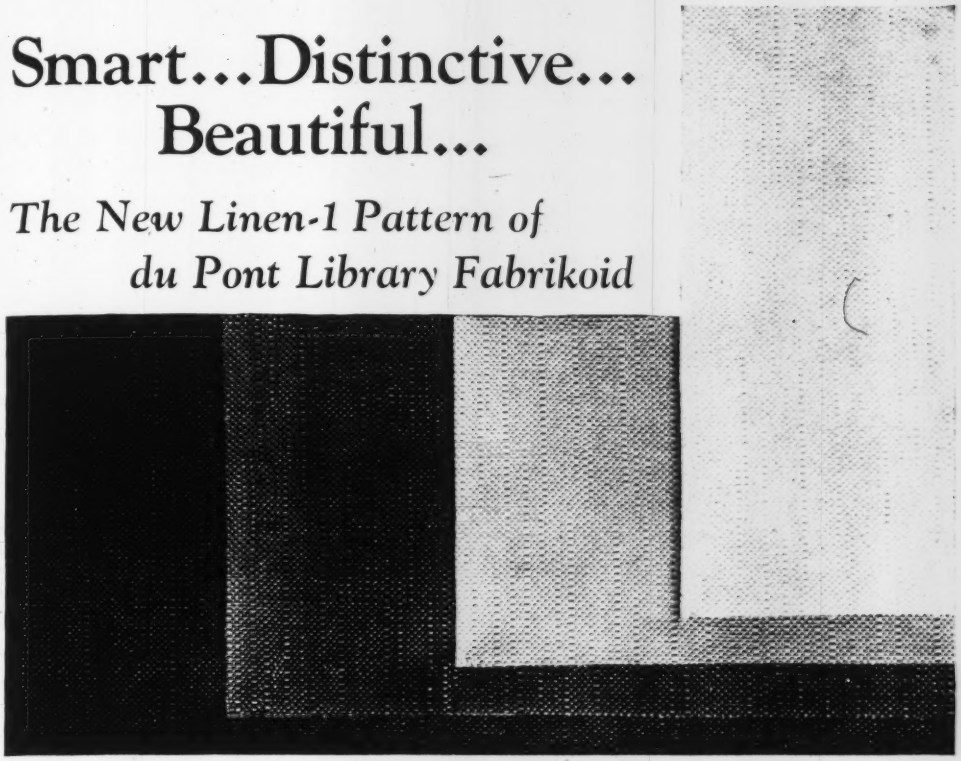

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